

School Activities



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Minute Service Boys at Work—Roosevelt High School, Seattle, Washington



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Adventures in Thrift

A new book

by

Harry C. McKown

This is a thrillingly adventurous book for boys and girls of elementary and high school age. It is written in an appealing style around youth's settings and situations, with flesh-and-blood young persons as characters, and is attractively illustrated. It can be used as a basis for home room, club, council, and assembly activities, and students will select it for personal reading.

In a non-sermonic style the author offers here a timely and complete education in thrift. His characters bring out the fact that thrift is more than saving money—that it includes earning money and saving, spending, giving, and investing money, time, energy, and attention.

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School Activities

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CONTENTS

| | |
|--|-----|
| As the Editor Sees It..... | 202 |
| Veterans as School Leaders..... | 203 |
| Raymond G. Wilson | |
| A Program for Extracurricular Speech Activities..... | 204 |
| Pauline Dahnke Ray | |
| Conservation Activities at Roosevelt High..... | 207 |
| Cecil F. Bullock | |
| Debaters Speak to a Rotary Club..... | 209 |
| Virginia Sparklin | |
| Our Associated Student Councils..... | 212 |
| Helen N. Cleveland | |
| A February Special Assembly..... | 215 |
| Ruth Redwine | |
| Getting Acquainted with Our Neighbors..... | 218 |
| Laura De Michele | |
| Young Citizens Speak Up..... | 223 |
| Meyer Case | |
| How Principals Help the School Press..... | 224 |
| Laurence R. Campbell | |
| Assembly Programs for March..... | 226 |
| C. C. Harvey | |
| News Notes and Comments..... | 230 |
| From Our Readers..... | 231 |
| How We Do It..... | 232 |
| Comedy Cues..... | 240 |

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As the Editor Sees It

Recently, two college presidents came out flat-footedly for "open-dealing" with college athletes, on the theory that grants to athletes either openly or sub-rosa are inevitable. Both men specified strict handling of all such subsidies by college authorities, and no-one else.

Their plan sounds good to us. We favor scholarships for athletes (not salaries, and not "wages" paid for "work" never done) the same as we favor scholarships for student musicians, journalists, dramatists, debaters, and honest-to-goodness scholars. And we favor strictness in handling of these gratuities by college authorities only, with absolutely no supplementation or interference by outside individuals or organizations.

Undoubtedly, at the present time, due to previous experience, demand, competition, tradition, etc., such an arrangement would involve two difficulties or dangers, (1) an unbalanced scholarship schedule, and (2) possibility of violation.

In the first place, the usual grants to non-athletic heroes would likely be scoffed at by the athletes, and, vice versa, the size of the athletic scholarships would be wailed at by the non-athletes.

In the second place, in spite of the best of conscientious intentions and efforts, doubtless some outside gifts and grants would find their way into the pockets of star athletes.

However, in spite of these two possibilities of danger, the plan is still good. Certainly it is a big step in the right direction.

Basically, of course, the main troubles of college athletics stem from the demand for winning teams—in order that huge crowds may be drawn to the spectacles, the program financed, and the stadium bondholder paid off.

And while we are on the subject of athletics, may we suggest one spot in which many athletes need education badly. About once a year some writer publishes a feature story about the superstitions of athletes, both amateur and professional. Certainly the existence of such senseless, silly, and irrational beliefs is not complimentary to a system of education that professes to

teach students to think. A superstitious individual is not consistent. If he believes in the magic of barbarism, he should dress in animal skins, dwell in a cave, eat raw meat, and in other ways live and act like primitive man. A few appropriate home room programs might help to civilize some students in this area.

And now Petrillo the Great has banned music broadcasts from foreign countries. That's enough to disgust music lovers, but our primary interest here is in school music, also banned from the air by The Mighty One. If (1) you believe in school music, and (2) have not written your congressman a vigorous letter urging his immediate support for the Vandenberg-Dondero Bill (H. R. 1648), by all means do this at once. This bill was unanimously passed by the United States Senate more than a year ago, but it still reposes in the files of the House Committee on Interstate and Foreign Commerce. It's YOUR obligation to the kids.

Are your high school seniors "commencing" this spring, or are they "graduating". And are your eighth graders "graduating", or are they "being promoted"?

There have been more student "strikes" so far this school year than in any similar period in the history of American education. (Perhaps the younger generation is merely following in the footsteps of its immediate forebears). In a certain state recently four senior girls expressed their disapproval of a certain teacher's marking methods by unceremoniously dumping her into a nearby river—at a later court cost of \$26.30 per girl. And there have been other evidences of unrest, dissatisfaction, bobby-soxism ("sockism", the New York Times would call it), juvenile delinquency, or call it what you will.

We don't know exactly how the teaching of English, mathematics, science, art, or agriculture might help to meet and solve this new problem, but we are convinced that the home room, assembly, club, and similar extracurricular settings can help to meet and solve it very directly and successfully.

Veterans as School Leaders

ON the desk in the morning's mail was a Christmas card bearing the signature "The Veterans Club." With a glow of pleasure, the principal toyed with the card and thought of the many fine things this group had contributed to the life of the school during the past three months. In many respects it was the best club in the school, and its members had a most enviable *esprit de corps*. He recalled again the conversation out of which the idea of a club had grown that morning in early October.

The first two weeks of school were past. They had been extremely busy weeks with an unexpected increase in enrollment, instead of the decrease which it had been hoped the war's end would bring. Too, there had been the extra work involved in processing the returning veterans. Twelve were already enrolled in regular academic work leading to graduation; ten others were taking specialized training in the shops; and there were sixty on job training programs under the supervision of the technical staff.

The receptionist had brought another veteran into the office. The registrar had just evaluated his army training and arranged a tentative schedule. As the principal examined Bryant's papers, he asked the new pupil what he thought of returning to school.

"Well, sir, the army has shown me the value of an education, and I'm going to get all that's allowed me," the recently discharged veteran replied. "I quit school at the end of my sophomore year, but this credit the registrar has recorded for my basic training and specialized work will help a lot. I know its going to be tough to get back into the swing of things but the only thing I really mind is being so much older than the other students."

"Why, we have several fellows here older than you, I'm sure," the principal stated. "I notice from your papers here that you're only twenty-one. Miller is twenty-four. We've some others ranging from nineteen to twenty-three. Do you know any of them?"

"No, sir. I thought I was the only veteran here."

"Oh, no! We have twelve veterans enrolled in academic work already, and

RAYMOND G. WILSON
Murphy High School
Mobile 18, Alabama

that's only the beginning, I'm sure. A good many more will join us as soon as the discharge rate is stepped up. We'll have to do something about you folks getting together.

"I'd like that very much," was the smiling response. "And thank you for helping me this morning."

"We're glad to have you back with us. Come in to see me often."

As the veteran departed, the principal leaned back and thought over the conversation of the last several moments. It must be a matter requiring considerable courage and determination to come back into a group of high school students after three years of life in the service. To know that many others were doing the same thing might help in the first few days of adjustment. In a student body of nearly four thousand, these veterans probably would never even see one another. Might it not be a good idea to organize some sort of club which would serve to give these men and women the courage of numbers?

Out of this problem the Veteran's Club of Murphy High School was born. It was organized within a few days, with the veterans then enrolled in academic courses as charter members. The differences in the hours of work of those registered in technical courses made it impossible to include this number. Four members of the faculty had returned from service, and these were made honorary members. The club chose one of these, a naval officer, as sponsor.

A young ex-Marine, now recovered from serious injuries incurred while fighting in the Pacific and recently chosen as captain of the football team, was selected as president. The army captured the other posts. One WAVE was included among the charter members. By Christmas the club totaled twenty members.

The activities and achievements of the club have been many. It has served as a welcoming agency for other veterans as they returned. It played a leading role in

helping the school sell \$90,000 worth of Victory Bonds. During the week of this campaign, the veterans wore their uniforms to school. They visited the homerooms and made appeals to the students to make purchases; they spoke to the entire student body over the public address system; and they appeared before the students in an assembly held to further this drive.

The mature leadership of this club has aided in establishing a sense of responsibility among the students. It has aided in clean-up campaigns in school drives of various sorts and in the general work of the Student Government Association.

Nor has the social side of school life for

these students been neglected. The club has staged parties for its members and has been the guest of the senior Foods class at teas. It has helped in welcoming visiting school and University officials. A picture of the club in uniform was made for the school yearbook. It has been featured in the school newspaper.

But, best of all, has been The Veteran's Club's wholesome effect upon its own members. They have a group of their own to which they alone can belong. Here they can study the needs peculiar to themselves. There is no longer the feeling of their being too different from the rest. They are an important and integral part of the school itself.

A Program for Extracurricular Speech Activities

THE Lutcher Stark Senior High School and the Carr Junior High School of Orange, Texas, have inaugurated a new speech arts program which is meeting with far-reaching results. These schools have an enrollment of 2200, and in order to provide better for the large number of students who want to participate in programs of a dramatic and public speaking nature, a teacher is employed who has no classroom duties and who spends her entire time directing extracurricular speech activities.

There are four points of emphasis in this program: first, to provide an opportunity for those eager but average boys and girls who are usually left out in the search for outstanding talent which goes on in most schools preparatory to a program; second, to provide a program which will challenge this more talented, experienced group; third, to correlate the work of the Speech Arts Department with that of other departments in the school; fourth, to establish a closer relationship between the school and the community by providing entertainment for civic groups, for federal housing areas, and for neighboring schools who send students by bus to Orange.

In order to carry out this program, the auditorium teacher has her day divided into workshop periods. She has four workshops for dramatics, one for public speaking, and verse choir period. She uses the activity period daily for aid to special

PAULINE DAHNKE RAY

*Director of Speech Activities
Junior-Senior High School
Orange, Texas*

groups, homerooms, and assembly programs. A student desiring to participate in one of these activities may do so by making his daily schedule provide for a study period at the time one of the workshop groups meets. Of course, only a limited number of students in each workshop can be used at one time. Students selected to participate in a given project report to the auditorium teacher each day until the project is completed; others remain in the study hall. When one project is finished, this group returns to the study hall, and a new group is selected to begin work. In this way, some 175 students have taken part in workshop projects since September of this year.

The Dramatic Workshops of the Junior High School have recently dramatized some scenes taken from TOM SAWYER and LITTLE WOMEN, which serve as an example of how this kind of program works. The workshop which did the scenes from LITTLE WOMEN got its cast from the first period study hall. The TOM SAWYER cast was provided by a Language Arts Class which meets the second period. These students used their class period for rehearsals and were given credit for their English work. Neither of these

casts did any after-school work, except for dress rehearsals.

Other departments in the school were enthusiastic in their response when asked to make contribution to the success of this project. The Language Arts Department helped further with publicity stories for the school newspaper. The Art Department designed and painted scenery. In order to produce a suitable backdrop for the Jackson Island scenes in TOM SAWYER, students studied the descriptions given in the book, drew original sketches, and brought to class pictures of island scenes. They also painted the pasteboard tree silhouettes used in these scenes. These trees were constructed by students in the Industrial Arts classes. Other art classes designed and painted a feudal tower, which was used for "the play within the play" in LITTLE WOMEN. Less advanced groups provided a pasteboard guitar and Christmas wreaths.

Students from the Junior High Home-making Department designed the costumes which were used in LITTLE WOMEN. After a discussion of personality in relation to each member of the March family, every girl submitted a costume designed for each character. The auditorium teacher selected those she considered most appropriate.

Teachers working on these projects reported an enthusiastic response from their pupils. This was due to the fact that they were doing work which was to be made use of and given recognition. These two plays were presented separately for assembly groups and combined into an evening performance for the public.

Similar projects have been developed since September, with three plays in Senior High Workshops and with the Verse Choir, which has a membership of forty-three. These groups have given performances for assemblies, parent-teacher organizations, service clubs, and other audiences.

The results being accomplished from this kind of speech arts program are a source of great satisfaction to those who are watching it work for the first time. Timid students are becoming bolder, problem students are becoming better adjusted, students who received no special attention before are finding school a happier place.

The following outline—taken from a

school bulletin—will give an idea of the plan and organization of this project:

EXTRACURRICULAR SPEECH ARTS PROGRAM Purpose of the Program

- A. To offer inexperienced and "unknown" students an opportunity to participate in a wide variety of speech activities.
 1. Emphasis in these activities will not be on a highly polished performance but on personality growth and development.
- B. To offer experienced and talented students an opportunity to participate in speech activities.
 1. Emphasis in these activities will be on the production of polished performances for public appearance.
- C. To offer the student body opportunities to see and hear a variety of programs with cultural, entertainment, or educational value which many students never have occasion to see or hear elsewhere.
- D. To offer service of both an entertaining and informational type to the community in order to
 1. Create a closer relationship between school and this community; between school and those communities sending students to Orange secondary schools.
 2. Aid in community entertainment needs.
 - a. Federal housing areas
 - b. Civic organizations
 - c. Adjoining communities sending students to Orange secondary schools

Organization of the Program

- A. Two general types of activities
 1. Those designed to meet the needs of the less talented and experienced students.
 2. Those designed to meet the needs of the talented and more experienced students.
- B. Schedule provisions for these activities.
 1. Provision will be made on the master schedule for dramatic and speech workshop periods.
 2. At registration, students desiring to participate in one of these workshops will provide in his schedule

- for a study hall at that period.
- a. Junior High will be provided one or more of these workshop periods.
 3. Due to the unfamiliarity of the students to the program at the time of registration, it will be necessary to permit schedule changes during the first days of school.
 4. The auditorium teacher will draw her students from the following sources:
 - a. Study hall groups
 - b. Classroom groups
 5. Students may volunteer for participation, and the auditorium teacher with the recommendation of the study hall or classroom teacher will be responsible for selecting students to be worked with on a given project.
 6. Teachers will be urged to recommend students who will benefit from or lend to the speech program.
 7. The complete preparation of activities derived from these study hall and classroom groups will be made during the workshop period.
 - a. Students will be given an opportunity to present their work before homerooms, assemblies, classes, or special groups (in person or by broadcast).
 - b. Much talent may be uncovered in these workshop periods which can be made of use later in the more finished speech arts programs.
 8. Programs designed primarily for public performance will be produced by the more talented students.
 - a. These programs will be to a large extent prepared in after school hours.
 - b. These students will not be given preference over others for participation in the workshop periods scheduled during the day.
- C. Possible schedule for speech arts by class periods.
1. Choral Speaking—Tuesday and Thursday Junior High Dramatics Workshop—Monday, Wednesday, Friday
 2. Preparation for assembly—Friday Junior High Dramatics Workshop—Monday, Tuesday, Wednesday, Thursday
 3. Aid to special groups—Tuesday and Wednesday Assembly—Friday
 4. _____
 5. Senior High Dramatics Workshop
 6. Senior High Dramatics Workshop
 7. Student Speaker's Bureau
- NOTE: The work of the auditorium teacher cannot succeed without
- a. A schedule which remains flexible enough to permit the demands of the moment.
 - b. An auditorium or little theatre room provided for the speech workshop and which will be free all day from interference by other groups.
- Possibilities for Extracurricular Speech Activities
- A. Full-length dramatic productions
 1. The Senior Play will be the only full-length production.
 2. This play will come the latter part of the spring term.
 3. Only seniors are eligible for participation.
 - B. One-Act plays for public performance
 1. Assemblies
 2. General public
 3. Community groups
 - C. Dramatizations by study hall groups
 1. Short one-act plays and skits.
 2. Original skits written and presented for the purpose of promoting necessary attitudes and publicizing special events.
 - a. Nutrition
 - b. Bond drives
 - c. Fire Prevention Week
 - d. Assembly manners
 - e. School socials
 3. Story telling
 4. Oral reading (monologues, etc.)
 - D. Dramatizations by classroom groups
 1. Occasions for such programs
 - a. Scenes from plays studied in class.
 - b. Original skits written in class and based on short stories, scenes from novels, etc. studied.
 2. Organization of such a program

(Continued on page 222)

Conservation Activities at Roosevelt High School

NOT far from Seattle, on U. S. Highway No. 10, in the high Cascades lies a beautiful green mountain slope of National Forest covered with fine young Douglas fir trees. Yet, ten years ago this slope was blasted, devastated, logged-off land, ugly, and almost valueless. This remarkable change was wrought through the tree-planting program of the Minute Service Club boys of Roosevelt High School, who each year set out two or three thousand young trees until the hillside was completely planted. Of course, nature eventually would have accomplished some sort of reforestation, but here, nature, with assistance, is doing an even better job. Forty years hence, even within the lifetime of the boys who planted these trees, this forest should be ready for marketing, if fire is kept out.

Planting even one tree to most high school pupils would seem quite a task, and when a boy brags about planting one hundred trees in a day, his friends are apt to appear a bit skeptical. However, the trees planted are three year old seedlings about eight inches in height. To plant them, each boy needs only one tool, a planting hoe, which is much like an ordinary garden mattock. Over his shoulder the boy carries a canvas bag containing his bundle of seed-

CECIL F. BULLOCK
*Vice-Principal
Roosevelt High School
Seattle, Washington*

lings. After careful instruction on technique by friendly U. S. Forest Rangers, the boys advance over the plantation area like a line of skirmishers, spaced about eight feet apart, and plant a seedling every eight feet. In some areas, planting is as close as six feet.

To plant the seedling, the boy first drives the planting hoe into the ground with a good full swing opening up a wedge-shape hole. Next, the seedling roots are suspended in the hole and the hole firmly closed by the heel of the shoe driven sharply against it. Next the seedling is given a tug to see if the roots are firmly fixed in the earth. If it is tightly held, the planter moves ahead eight feet and repeats the procedure.

All this sounds rather easy, but the catch is that on rocky mountain slopes the soil is often thin and the hoe must be driven into the soil a number of times until a hole of proper depth can be made. Unless care is exercised, the seedling would die for want of proper soil and moisture. The

forest rangers consider a ninety per cent survival as very good, and are able to secure such results from professional woodsmen. The Minute Service Boys have been able to average from eighty to ninety per cent survival on their plantation, which is good, considering their inexperience.

Not the least of the fun of such an experience in practical conservation is the trip in the truck with rollick-



Boys on Planting Location

ing fun and singing on the way, and the enjoyment of wieners, roasted around a fine fire, and other good food for man-sized out-door appetites. It is fun, too, to meet and share experiences with the fine men of the U. S. Forest Service, who are always ready to spin a good yarn, answer questions, and give advice on the opportunities for vocational advancement in the field of forestry. Through these contacts a number of boys have become permanently interested in the forest as a life work.

If the reforestation project were the only activity for pupils of Roosevelt High, our conservation work would be rather limited. Although only the Minute Service Boys can be accommodated on the planting trip, there is something to do for every



Seedling Being Lowered into Position

one of the 2150 pupils in the school during Conservation Week. During this week in April, the school goes "all out" for conservation. Each roll room is invited to enter the exhibit contest and most rolls participate. Halls, classrooms, and bulletin boards are filled with colorful posters depicting not only the conservation of forests, but the conservation of wild life, water power, minerals, health, raw ma-

terials, and the prevention of forest fires. Public speaking classes develop talks and present them in the various roll rooms. Flowering and ornamental trees are planted on the school campus with appropriate ceremonies. Perhaps the high point of the week is the Annual Conservation Assembly. Here the prizes for the best roll exhibits are announced and presented at the conclusion of a program which usually includes sound films in color and an address by a distinguished public servant in the field of Conservation. Last year the Governor of the State of Washington honored us by being our guest speaker.

Though these activities seem to make a rather impressive list, we at Roosevelt know that we have only scratched the surface of how school pupils may participate in the great conservation movement. Some of our neighboring schools have already launched out on the venture of purchasing and developing their own tracts of waste land. Permissive legislation for such a program is already on the statute books in our state. If youngsters enjoy planting trees, why wouldn't such projects as stocking streams and lakes with fish, building nature trails, protecting wild life, planting wild flowers, guarding forests from fires, and many other similar activities prove challenging?

The war has taught us that our resources are not inexhaustible. We must learn to use wisely what we have. Theodore Roosevelt, the great conservationist for whom our school was named, said, "Aggressive fighting for the right is the noblest sport the world affords." Conservation is a splendid cause and deserves our best. Roosevelt boys and girls have only made a beginning in what can be done for conservation. But they are learning by doing and are having fun while learning.

"ISMS"

America cannot exist half democratic and half Communist or Fascist. If we want to improve upon our American form of government we will do it in our own way, in our own time and with our own blue-print. Therefore, it behooves us to be on guard for an enemy that brazenly and openly has advocated the corruption of America, that spends sleepless nights working one propaganda line after another, that poses behind a dozen fronts, that squirms and twists his way into those great American forces such as the church, schools, and the ranks of labor.

—J. Edgar Hoover

Debaters Speak to a Rotary Club

OUR local Rotary Club invited our debaters to present the current high school debate topic at one of their meetings. Representatives of four of our schools responded with the speeches which follow:

COMPULSORY MILITARY TRAINING (Affirmative)

"To be prepared for war is one of the most effectual ways of preserving peace. A free people should not only be armed, but disciplined". So wrote one of the most peace-minded of Presidents, George Washington, in a message to Congress in Jan. 1790. The two sentences summarize the two basic arguments for military training in time of peace; and when Washington addressed them to Congress, he was prefacing an administration bill which was introduced a few days later. That bill provided for the universal military training of young men as a common obligation of citizenship. It was defeated in favor of the militia system—and that defeat has cost the United States many thousands of lives and many billions of dollars, from Washington's time down to today. The militia system has had to be superseded by universal training in each of our three great wars. The weakness which is produced, and which Washington's proposal would have prevented, led us into two of those three wars, perhaps into three of them. Two, and possibly three, of our great wars and two of our minor wars would probably never have been fought if the effective and democratic system which Washington so earnestly advocated had been in force.

It can clearly be seen that the defense system of the United States is no longer adequate to protect us. We have fought on battle fields all over the world for a peace we do not try to defend. Those who went through the first World War and those who survive this one will know that if the men were better trained, we would lose fewer men in battle. Some men are put in the fight in five or six months after being inducted. On a whole, the United States had about a year and a half of training before Pearl Harbor.

The question before us today is, "Will

VIRGINIA SPARKLIN

Social Studies Teacher

*Thomas F. Bayard Junior High School
Wilmington, Delaware*

we continue training after the war, or will we go back to the militia system?" Many foreign nations have had it, why not we?

I hear it sometimes argued that the possession of military power makes a nation militaristic and must lead it into war. The truth is otherwise, as Washington told Congress. Lack of power indeed may make war inevitable. Lack of it led us into a war with the Barbary States and with Great Britain in the early years of the 1800's. Our lack of it enabled Germany to defy us in the first World War and to disregard us when preparing for this one. But, possession of power does not necessarily lead to war. For more than sixty years, the French Republic had a powerful army based on two years and part of the time three years, of universal military training and never once committed aggression against her neighbor.

Explaining the Terms:

A. We think a good plan for training is:

- a. That one year of training be given boys coming out of high school.
- b. That boys who quit school be drawn in at eighteen years of age.

B. The training would be this:

- a. The trainee enters basic training to find his place in the new adventure. All those who choose the military receive the same basic training—same is true of those who choose the navy. After the three months of basic training, these groups are broken up into specialized courses. In these courses the trainees are given applied instruction in air, mechanized units, electronics and radio, automotive and the many specialized services of the Army and Navy. Then, to complete the training, they are brought back together to form the combined forces of maneuvers and to see those combined forces demon-

strate their power as a task or single force.

Points Which Help the Boys Taking Training:

A. Discipline

- a. It is not only the health and discipline which is taught, but the education also.
- b. Military training subjects everyone to a common discipline, regardless of birth, wealth, and past or future opportunities. It levels everyone to an equal standing and requires everyone to fulfill his allotted part. The young man emerges from it with greater self-knowledge and self-mastery than he had before.

B. Health

- a. Many of our men who have been examined have had poor health.
- b. The army can not cure this, but it can prevent it by clean living conditions, good diet, etc.
- c. At the end of the year in the service, the stout will grow thinner, the thin stronger, and all will have grown harder, taller, healthier, better coordinated.
- d. Military training is the only conceivable way of dealing with an entire age group at one time.

Again I say it will make our young men stronger, healthier, more disciplined, more self-reliant, more adaptable. It will mature them emotionally, help them to find their bent and courage, teach them understanding and tolerance, and give them a knowledge of their country with their contemporaries that they could get in no other way. It will make them more effective individuals and better citizens—and at the same time it will provide the only realistic security for peace. Clearly it is the most important instrument that democracy can bring to the job of safe guarding its future.

Yes, I am heartily in favor of compulsory Military Training. — JOHN JAMIESON
—Bayard Junior High School.

(Affirmative)

"The United States would not have been attacked in 1941 if we had had a reserve of five million trained men." General Palmer said that.

"Our war could have been avoided if

it had been possible to make the other nations respect our military strength." General Somervall said that.

These men make such statements because of the connection between preparedness and military security. Consider our ally, Great Britain. Her sea power has been unchallenged since the Spanish Armada. Her invincibility was an established fact. No one dared dispute that naval invincibility.

America is the greatest nation in the world today. A great nation must be strong. Universal military training would give us a military reserve which in five years would be five million trained men.

If preparedness for any emergency were the only benefits of military training, that alone is sufficient to recommend adoption. But the benefits are many. The Army has 265 skilled or semi-skilled trades which are offered to soldiers. This vocational program, taught in conjunction with the military training, will raise our educational standards and be of value to both individual and government.

Less than 25 per cent of our 18 year-olds are high school graduates. A year of training would expose these youths to the opportunity of acquiring skills otherwise not available. Ranging from aviation to engineering, military training is training for jobs, for postwar vocations, and a means of making a living.

We live in a world in which distance is no longer a factor in security. We live in a world in which would-be conquerors have twice had the lesson rubbed into them that the United States constitutes the great arsenal and manpower reserve of freedom and, if given time to prepare our attack, is not to be resisted. Some of them may have learned that lesson the next time.

"When the strong man, fully armed, guardeth his own court His goods are at peace."

Lack of preparedness is a shortsighted policy. It has resulted in our participation in two major wars in the last twenty-five years. Six hundred thirty-eight thousand men has been announced by the war department as the total of American casualties at the end of December, 1944. Of this group, 135,000 American dead is a blood curdling reality.

We have always pursued a policy of saving pennies in peace and in war squandering dollars and lives which are not ex-

pendable.

I speak for American youth when I plead for military training. I speak for the thousands of American youth who died in World War I because we were not prepared. I speak for the thousands of European boys who have died gallantly while we were getting ready for World War II. I speak for the tens of thousands of American boys who are condemned to die unless we demand military training. — ROBERT A. LAZARUS—Warner Junior High School.

(Negative)

The American people are fighting this war with the high hopes that it will eventuate in an enduring peace. We are looking for measures of international cooperation which will reduce the necessity for large scale postwar military establishments. If against the background of these great expectations a year of compulsory military training is urged, the world will interpret such action as a signal for the return of the cynicism of the 1920's or as an admission that we shall continue to live in an armed camp and that the hopes of a more peaceful world are not to be realized. Would not the adoption of C. M. T. be inconsistent with the action taken by our government at Yalta, Dumbarton Oaks, and at the recent meeting of Western hemisphere nations at Mexico City? America cannot return to nationalistic policies which followed the last war. The sole hope of an enduring peace lies in the foundation of an international organization of which every nation of the world shall be a member. But if we have this C. M. T. in America, how will Mexico, France, Russia, China, and the rest of the world be led to believe that such action on our part is merely for the protection of our legitimate interests? C. M. T. will not only arouse suspicion of America among other nations but it will also endanger the prospects of any peace organization. If this peace organization fails, we will have spent ourselves in two great wars with the accomplishment of nothing.

America is looking forward to the day when it can return to normal life with plenty for all. We want to see our factories and plants turning out the luxuries of life which have been denied to us during the war. We want new automobiles, radios, homes, electrical appliances, and airplanes. If it is possible to return to peacetime construction, these desires are to be

had. But with C. M. T. our plants will be forced to produce implements of destruction rather than those of construction. Militarists are telling us that this peacetime army they desire will be the best equipped in the world. How will it become the best equipped? Only by production of new tanks instead of cars, new machine guns instead of vacuum cleaners, new bullets for guns of war instead of for the guns of sportsmen at home. However, America would be willing to make these sacrifices to safeguard future generations, but can the proponents of C. M. T. guarantee this? We know the answer, and it is in the negative.

It is argued that C. M. T. will protect us against any repetition of Pearl Harbor or any attempt to endanger our national security. May I point out that history has proved again and again that those nations who have prepared for war by building large peacetime armies have come out the vanquished. France had peacetime conscription, but we have seen what happened to her. By the use of peacetime conscription our youth will lose that spark of liberty and freedom which lately boosted our boys on Okinawa and over blazing Tokyo. The youth of today are pleading that nothing be done which will destroy that spark. We are pleading that peaceful cooperation among nations and the spirit of brotherly love be given a chance to set the world on the road to everlasting peace.

America is at the forks of the road. One fork leads toward a lasting and just peace, guaranteed by the Atlantic Charter and the Four Freedoms. The other fork leads to world disunity and inevitable World War III, guaranteed by C. M. T. Let us all with cool, calm determination, a willingness to sacrifice nationalistic tendencies, and a desire to work with all nations, go forth to give the world peace for which it so long has waited. "They shall beat their swords into ploughshares, their spears into pruning hooks, Nation shall not lift up sword against Nation, Neither shall they learn war any more!" —OTIS JEFFERSON, JR.—P. S. duPont Senior High School.

(Negative)

When considering a policy so revolutionary to our American tradition, as military education, we, the citizens of a free

(Continued on page 240)

Our Associated Student Councils

STUDENT body organizations in a large number of schools are not functioning organizations. Popular elections do not secure competent leadership, and it seems difficult to find interesting and worthwhile activities for such a group. These were the opinions expressed not long ago by a group of advisers who were discussing extracurricular programs in high schools.

However, there are some examples of student body organizations that do function effectively. In the opinion of the writer, one such organization is that at North Central High School in Spokane, Washington. The student activity program has been in existence for more than twenty years and has undergone many changes to keep pace with the development of the school itself, until at the present time it makes an important contribution to the life of the high school community.

The extracurricular program of North Central functions through the Girls' League, the Boys' Federation, and the Associated Student Councils.

Activities and projects which are of interest to both boys and girls and which can be most effectively conducted by concerted action come under the direction of the Associated Student Councils. The Associated Student Councils, which numbers about sixty members, is composed of the Central Council of the Girls' League and the Executive Council of the Boys' Federation. It takes the place of the associated student body organizations found in many high schools and has a president, a vice president, a secretary, and a treasurer, with the usual duties assigned to each.

The officers are selected in this manner. In the fall semester, the Boys' Federation Executive Council selects and recommends to the Associated Student Councils for ratification, boys for president and treasurer. The Central Council of the Girls' League does likewise with girls for vice president and secretary.

In the spring semester the offices for boys and girls are reversed. This plan seems to hold several advantages over the usual student body nomination and election. In the first place, both boys and girls are given an opportunity to hold the high-

HELEN L. CLEVELAND

*North Central High School,
Spokane, Washington*

est student offices; secondly, consideration of other activities of prospective officers can be made so that a person already overburdened is not given additional responsibilities; and thirdly, deserving and qualified students are selected rather than the popular athlete or cute girl who may have neither the interest nor experience to administer effectively the office.

The activities of the Associated Student Councils are grouped under four divisions: Student Conduct Board, Red Cross, Joint Committees, and School Welfare.

Student organizations must have functioning activities if they are to be valuable and hold the interest of the students. Frequently high school organizations are formed with little or no thought having been given to the need for them or to the service they can render. Class and student body organizations often times fall into this category and seem to be useless appendages whose only activity consists of an occasional meeting. On the other hand, a careful survey of the school by students together with their activities advisers will often reveal many interesting opportunities for service.

How it can sponsor worthwhile activities which will best serve the needs of the school has been the primary objective of the Associated Student Councils during the past two years, and through its four divisions—Student Conduct Board, Red Cross, Joint Committees, and School Welfare—some interesting projects have been carried out.

The Student Conduct Board is one of the most important responsibilities of the Associated Student Councils because the administration of a large part of the self-government which the students have is entrusted to its six officers. These officers, who are appointed by the Associated Student Councils for a term of one semester and who must be students of senior or junior standing, are president, secretary, traffic commissioner, grounds commissioner, locker commissioner, and convoca-

tions commissioner.

Each of these officers has specific duties and responsibilities. The traffic commissioner oversees the work of the thirty members of the traffic squad. Its purpose is to prevent running, loafing, and disorderly conduct in the halls and on the stairways. The grounds squad enforces the rules of the Conduct Board prohibiting smoking, fighting, and throwing waste paper on the school grounds. Traffic and grounds squad officers wear an identifying badge, and their authority is respected by the students. The members of the grounds squad are on duty each day before school and during each lunch period. The traffic officers are at their posts on all floors of the building before school, between class periods, and during each lunch period. The locker commissioner has charge of the thirty boys and girls who supervise the locker rooms throughout the day. The convocations commissioner directs the work of the twenty-eight boy and girl deputies who are responsible for student conduct in convocations. Each student taking part in the activities of the Conduct Board has a specific duty, and the success of the group as a whole is dependent upon the effectiveness of each individual member.

During the war period the Red Cross division of the Associated Student Councils has been a very effective organization. There may or may not be continued need for this group in the future, but up to date it has made a notable contribution and has provided opportunity for practically all students to participate in a most important activity.

The president of North Central's Red Cross unit brought reports from the Central Committee of the Red Cross to each Associated Student Councils meeting, and plans for carrying out each drive were discussed. The Associated Student Councils itself sponsored a large number of the drives but frequently the Girls' League or some school club would offer to take the responsibility for one of them.

The purpose of the Joint Committee division of the Associated Student Councils is to plan activities for boys and girls working together. In the main, these activities have been of a social nature and are directed by the dance committee or the recreation hour committee. During the winter months, a recreation hour is held

one night a week after school for students who wish to play ping pong and other types of table games. The committee in charge arranges the games and acts as hosts and hostesses. The dance committee plans the dancing program for the semester and takes charge of all of the details of each dance. A Sadie Hawkins dance, a dance honoring the football team, and a Spring Sports dance are annual events to which the students look forward with a great deal of interest.

For the past two years the Associated Student Councils has emphasized activities which come under the heading of School Welfare. This particular interest began when criticisms reached the Associated Student Councils that the students felt that they were not being given enough opportunity to express their opinions in school affairs. Although any student is welcome to come to an Associated Student Council meeting to bring any matter before the group, few of them avail themselves of the privilege. Recognizing that there were some grounds for the complaints, the councils decided that an opportunity for each student to express his desires was needed. A committee worked out a plan whereby each student was asked to list desirable changes for North Central on a slip of paper headed "There'll Be Some Changes Made". A representative from the councils spoke to each homeroom, explained the serious purpose of the plan, and handed out the papers.

A great deal of interest on the part of students and faculty alike was created, and everyone was eager to learn what changes were asked for. The Associated Student Councils was pleased with the seriousness with which the students responded, and after tallying the requests a full report was made to the faculty at its weekly meeting and to the students through the school paper.

The criticisms and suggestions were carefully classified, and those considered to be most urgent, as well as those most easily remedied, became the concern of the councils for that semester. Committees from the Associated Student Councils and from the student body at large were appointed by the president to work on some of the suggestions, and, with the help of the principal, joint committees of students and teachers were also appointed to handle other problems. The results were

highly gratifying to both students and teachers, and a fine feeling of cooperation resulted. Some of the requests occurring most frequently were: more convocations featuring serious speakers and good music, students rather than faculty members presiding at convocations, beginners dancing classes for underclassmen, stricter traffic officers, and longer time for the lunch periods.

As was to be expected, not all of the suggestions were desirable or could be put into effect but many of them were, and the survey provided an opportunity for a great deal of constructive planning.

Because the survey brought out the fact that the students would like to know more about their student organizations and their leaders, the Associated Student Councils planned a get-acquainted convocation for the beginning of each semester. At this time the purpose of the Associated Student Councils and its relationship to the Girls' League and the Boys' Federation is explained, the student leaders are introduced, and a small information sheet is handed out.

Because in a school of 1500 students the student leaders are often not well acquainted with one another, the Associated Student Councils holds a "Pow Wow" each semester, to which about one hundred and twenty-five boys and girls are invited. Old-time and modern dancing, entertainment, and refreshments help these people to know one another better.

At the beginning of each semester the officers of the Girls' League, Boys' Federation, Associated Student Councils, and the Conduct Board meet to formulate their objectives and to make plans for carrying them out. The three problems discussed by this past semester's group were: (1) How to make our school more democratic, (2) How to reach students on the fringe of school life, and (3) How to create more school spirit.

The most recent project of the Associated Student Councils was an effort to improve the conduct in convocations. After the noisy pep convocations which accompanied the football season, the students seemed reluctant to refrain from whistling and shouting as a means of showing approval. The Associated Student Councils, after discussing the matter, asked the principal if they might try out a plan they had in mind. A group of twelve well-known student leaders were selected

to talk to the fifty-two homerooms about the conduct which was desirable in different kinds of convocations. The Associated Student Councils at the next convocation was pleased to note how completely the request had been met, for the conduct of the students left nothing to be desired. This feeling of satisfaction extended to the entire student body.

Decorating the halls with red and black for Color Day, the day before the last football game with Lewis and Clark High School, a reception for graduating seniors and their parents, planning and putting on a football convocation before a game, and a banquet honoring the basketball team are other activities carried out by the Associated Student Councils.

The activity program described above is of course not an ideal one, but it has accomplished much for the students of North Central. One does not have to search far for some of the reasons for its success. It has developed gradually, and each project has been a joint faculty and student venture in which the faculty members, as counsellors, helped the students formulate and realize plans which satisfied their needs and interests, as well as those of the school. Every project has had careful but unobtrusive supervision. The activities have been planned to include a majority of the students, and wide participation has been achieved. Over the years, a fine school spirit has been developed, which assures cooperation and good citizenship. The method of selecting officers has provided strong leadership and has given larger number of students the opportunity to develop the qualities of leaders. Plans for each activity have been taken by the students to the principal for final approval, and his interest and enthusiasm have been invaluable. Only the number of projects which can be done well are attempted in any one semester. It is thought that a few things well done are more valuable than many things done in a haphazard or less effective way.

Every activity carried on by high school boys and girls takes a great deal of time and careful planning, but the satisfaction in accomplishment, personal growth and development, and genuine pleasure in working with others which the student receives, and the creation of a community spirit in which good citizenship grows normally and naturally are more than worth the effort.

A February Special Assembly

SCENE: *Father Time's office. Desk at right loaded with calendars and big books.*

CHARACTERS: *Father Time, 2 pages, school officers, 4 seasons (Spring, Summer, Fall, Winter), 12 months, 2 Boy Scouts, Lincoln, Washington, Valentine Girl, Song leader for "America."*

FATHER TIME: Worry, worry, worry. All these books and records to keep straight—12 months and 365 days each year to look after, to say nothing of all the hours and minutes and seconds. February 25th—February 25th—what shall I write on this page? What of all that is happening should be recorded? I sometimes wonder if it is all worth the trouble. Is any of it really worth recording or remembering?

FIRST PAGE: Father Time, you are just tired. You don't usually talk this way. There is so much that should be recorded. History is being made everywhere today—surely you want a record of today.

SECOND PAGE: I'm sure, Father Time, that if you looked back through your books—if you just turned back some of those pages, you would see that many things have been accomplished in the days that have passed.

FATHER TIME: Perhaps you are right, my son, perhaps you are right. But it is a lot of work keeping it straight—how will I ever get all these things straight today?

FIRST PAGE: You always have managed to keep things straight. Look, Father Time, who are those strangers approaching?

TIME: Go and see — and turn them away. Tell them I'm too busy to see them today. (*Pages exeunt*)

FATHER TIME: Visitors indeed. Why should visitors bother me? I won't see them. I'll never get any work done at this rate. February 25th, 1945—let's see —(*starts working on books*).

(*Pages return*)

FIRST PAGE: Father Time, some students from Capitol Hill Junior High School in Oklahoma City desire an audience with you. They say they need some information from you to carry back to 1600 boys and girls in their school.

RUTH REDWINE

*Activity and Guidance Director
Capitol Hill Junior High School
Oklahoma City, Okla.*

SECOND PAGE: They say you are the only one who has the power to turn back the pages of history for them.

FATHER TIME: Perhaps I could see them for just a few minutes. Show them in, but hurry.

(*Pages usher in six representatives—or school officers*).

FATHER TIME: Come, come, my children. What is it you want of me? You can see I am very busy keeping all these records straight. Come, speak up.

9A: Father Time, we realize that you are very busy, but you are the only one who can give us this information. We are the six newly elected representatives of Capitol Hill Junior High School. We have recently been given a great honor and responsibility. We are to lead our classes in all activities, and we should, if worthy of our offices, conduct ourselves as model citizens at all times. Could you turn back the pages of history for us and show us the records of deeds done in the past—show us the people we might use as examples of good citizenship?

9B: Yes, please do. We want to hear all about them.

8A: And if you don't mind, we are really more interested in Americans who have been good citizens.

FATHER TIME: Well, I'm very busy but I'll do it. I need to take time out to refresh my memory in regard to the great deeds of the past.

FIRST PAGE: Father Time, if you do that, you will then be reminded of how many worthwhile things have been accomplished in the past and then you won't be so discouraged about your work.

FATHER TIME: Let's see — where shall we start? Here. I'll take a look in this book—(*starts to look at large book*)—No, I have a better idea. I'll call in my helpers, the four seasons, and ask them to justify their places on the calendar. Call the four seasons, pages.

(*Pages exeunt and bring in four seasons*)

SPRING: Did you send for us, Father

Time?

FATHER TIME: I did. I need your help. Boys and girls these are the four seasons of the year—Spring, Summer, Fall, and Winter. Seasons, these children want to study the outstanding heroes of the past and learn of outstanding deeds of citizenship. Can you give them any information? Spring, what can you tell?

SPRING: I'll let my months speak for themselves—March first, then April, and then May.

MARCH: I am often called the windy month, and there is a saying that if I come in like a lion I'll go out like a lamb. March 17th is celebrated by the Irish everywhere as St. Patrick's Day, and the loyal Irish wear a shamrock or a touch of green. In my month West Point Military Academy was founded, the first cotton gin was patented, and the U.S. Constitution went into effect. In my month Patrick Henry made his famous speech "Give me liberty or give me death." Alexander Graham Bell, Luther Burbank, Andrew Jackson, James Madison, Grover Cleveland, and William Jennings Bryan are just a few of the important people born in my month.

APRIL: My name comes from a word meaning to open, and during my month the buds do begin to open. Mine is a season of new life everywhere. I'm also noted for my changeable moods and for my showers. I have played a curious part in history because most of the wars in the U. S. have started in April. People play pranks on one another the first day in my month—they call it "April Fool's Day." Often Easter falls in my month and often Arbor Day, too. In April the first U. S. railroad was completed, the first mint established, and the U. S. flag adopted. Paul Revere made his famous ride in April, and the Louisiana Purchase was completed in my month. William Wadsworth, Henry Clay, Thomas Jefferson, U. S. Grant, and James Monroe were all born in April.

MAY: I am one of the most beautiful months in the year. The first day is celebrated by festivals, celebrations, and Maypole dances. Memorial Day is observed the 30th in memory of the soldiers who have fought for our country. Important birthdays in my month are those of Horace Mann, who was an outstanding educator, and Walt Whitman, the famous poet, and Patrick Henry, the statesman.

FATHER TIME: Not so bad—Not so bad—

8A: I'd like to be like Patrick Henry.

FATHER TIME: Summer, what have you to tell?

SUMMER: My months have cause to be proud—but I'll let them tell you. June, July, and August, tell Father Time what you stand for.

JUNE: My month is a favorite one with poets—and blushing brides. During my month flowers are most plentiful and richest in color. In 1919 the Woman's Suffrage amendment was adopted—in my month. Too, in June 1776 a committee was appointed to draw up the Declaration of Independence. On the 15th, 1916, the Boy Scouts of America was incorporated. On the 17th, 1775, the Battle of Bunker Hill was fought. On the 19th, 1885, the Statue of Liberty was received from France. June 14th is known as flag day in the United States.

JULY: On the fourth of my month one of the most important dates of American history is celebrated—Independence Day, in memory of the adoption of the Declaration in which the colonies announced their independence of Great Britain. I, too, have had a number of famous people born in my month—Nathaniel Hawthorne, Calvin Coolidge, Stephen Foster, John Paul Jones, John D. Rockefeller, John Quincy Adams, and Henry Ford.

AUGUST: In my month Columbus first sailed from Spain in 1492, and in 1502 in my month he first landed on the American Continent. On the 20th of my month the Pilgrims sailed from England on the Mayflower. Francis Scott Key, the author of "Star Spangled Banner," was born in my month, Herbert Hoover was born in August, as were David Crockett and Ernest Thompson Seton.

FATHER TIME: Very good, Very good.

8B: I'd like to be like Henry Ford.

FATHER TIME: And now, Fall, what have you to say to justify your place.

FALL: Let me call in my months. They have much to tell. (*She calls in September, October, and November*). September, Father Time wants us to justify our place on the calendar. What do you and the other fall months have to say for yourselves?

SEPTEMBER: I'm most important, Father Time, because I'm known as the harvest month. Then, too, Labor Day is always celebrated the first Monday in my month. On the 2nd day of September in

1789, the U. S. Treasury Department was organized. On the 5th, 1774, the First Continental Congress met in Philadelphia. Famous people born in September are Jane Addams, John J. Pershing, James Fenimore Cooper, and William Howard Taft.

OCTOBER: Americans celebrate the 12th of my month as Columbus Day. One of the big days that is celebrated in October is Hallowe'en, the last day. On October 7, 1871, the Chicago fire started. Since then school children have been taught much more about fire prevention. On the 10th, 1845, the U. S. Naval Academy at Annapolis was opened and on the 18th, 1867, Alaska was transferred to the United States by Russia.

NOVEMBER: My month is often called the "season of death" or the "blood month," since during that time so many animals are killed for the winter meat supply. I have two very important days for Americans—the 11th, Armistice Day and Thanksgiving Day. On November 16, in 1907, Oklahoma became a state. On the 17th in 1800 Congress met for the first time in Washington. On the 19th, 1863, Lincoln delivered that immortal Gettysburg address. Warren G. Harding was born in November, as was Winston Churchill, Robert Louis Stevenson, James A. Garfield, and Samuel Clemens—better known as Mark Twain.

TIME: That's fine—fine—congratulations. Now then, Winter, what have you to say? (*Winter introduces December, January and February*).

DECEMBER: The winter season really begins on the 22nd of my month. I'm known as the "frosty month", or the "icy month". In my month the Christian festival of Christmas is celebrated on the 25th. And New Year's Eve is celebrated on my last day. Pilgrims landed at Plymouth on the 21st. The Boston Tea Party took place in December, and Washington crossed the Delaware in December. I, too, can boast of birthdays of famous men. Eli Whitney, John Greenleaf Whittier, Kit Carson, and Woodrow Wilson were all born in December.

JANUARY: This is the time of beginnings—I'm named from Janus a double headed god who was supposed to have the ability to see into both the past and the future. Today people think of past things on the first of January and decide to correct faults and make a number of New Year's resolutions. On January 1 in 1863

Lincoln issued the Emancipation Proclamation. January 20th is inaugural day for the presidents. A number of important birthdays occur in my month—that of Paul Revere, Alexander Hamilton, Benjamin Franklin, Daniel Webster, Robert E. Lee, Edgar Allen Poe, Stonewall Jackson, and Franklin Delano Roosevelt.

FEBRUARY: Mine is a very unusual case in that I'm the only month that has a varying number of days. Usually I have only 28 days, but every four years I add a day. Many events are celebrated during my month. February 2nd is Ground Hog Day, and there is a belief held by some people that if the ground hog sees his shadow on that day there will be six weeks of bad weather.

A number of famous people have birthdays in my month. Just a few of these are: Horace Greeley, Sidney Lanier, Mark Hopkins, Charles Lindberg, Thomas Edison, Susan B. Anthony, Joseph Jefferson, James Russell Lowell, W. F. Cody (known as Buffalo Bill) and Henry Wadsworth Longfellow.

And now, Father Time, if you don't mind, I'd like to show you some occasions that American people celebrate this month—let me show you some of the people whom Americans everywhere honor.

On February 12, Abraham Lincoln was born. Pages, will you lift the curtains that we may catch a glimpse from the past? (*Pages step to center back of stage and open a curtain draped over a picture frame mounted on a platform. A curtain placed several feet back of this may serve as a background for the various poses. For this first pose, a student is made up to resemble Lincoln and sits or stands while some one reads part of a poem about him or gives part of one of his speeches.*)

We cannot omit one day that is celebrated throughout the nation. It is dedicated to lovers. On this day people for many years have exchanged gifts and valentines with love messages written on them. Everyone looks forward to receiving a valentine. Pages, show us your valentine.

(*Pages lift curtain again and a girl in evening dress poses while some one sings or plays "Let Me Call You Sweetheart."* A frame in a heart shape with lacy frills can be used just in front of the other frame if space permits. Nails can already

(Continued on page 221)

"Getting Acquainted with Our Neighbors"

A One-act Play for 9 girls and 2 boys

It is hoped that this play will inspire the pupils with a love and appreciation of foreign languages, and instill in them a sympathy and tolerance for the customs of the people of other lands.

Setting: a living room

Time: after the war

Characters:

Marie, the Hostess

Julia, Norma, Rose, her schoolmates whom she invited for the evening

Madame Latour, a French woman

Corinne, her daughter

Signora Rossi, an Italian woman

Nina, daughter

Jose and Pablo, two Mexican boys, brothers

Carmen, their sister

At the end of the play the audience is requested to join in the singing of "God Bless America".

(*Setting:* a living room. Hostess and guests are seated.)

Hostess: Girls, tell me what you are planning to do after graduation.

Julia: It is still a long way off, but one can dream, I suppose.

Hostess: During the war everybody was concerned with postwar plans, and now things are gradually assuming what Father calls a normal shape. I think we too should organize our post-graduate activities, even this early.

Norma: A rich husband for me, and no more studies.

Julia: No bossy male in my path. I want to be a dress designer, and for that I'll probably go to New York and then to Paris.

Rose: Paris! How thrilling!

Hostess: Mother has promised me a trip to Europe, but not till travel is normal again.

Norma: Really! Where will you go?

Hostess: There is one big condition to this fine promise.

Rose: What is it?

Julia: Can we help?

Hostess: (with an elaborate bow) Thank you, girls. It's simply that I have to study about the countries that I may visit and the people I expect to meet.

Julia: How intriguing! Tell us more

LAURA DE MICHELE

Modern Language Teacher
Troup Junior High School
New Haven, Connecticut

about it.

Hostess: (rises as doorbell rings) I'll do better still. (goes to door) (enter Mme. Latour and Corinne) Bonsoir, Madame et Corinne.

Madame Latour: Bonsoir, petite.

Corinne: Bonsoir.

Hostess: Entrez donc. Je desire vous presenter mes amies.

Corinne: Merci.

Madame Latour: Merci de votre amabilite.

Norma: (to the other girls, bewildered) What is this?

Julia: What are they saying?

Hostess: These are Julia, Norma, and Rose. Madame Latour and Corinne Latour. (they bow) I asked them to join us to-night so we can talk of dear old France. I know we'll be charmed by the interesting things they will tell us. (all are seated)

Julia: (to Hostess) Marie, was it French you were rattling off so fast?

Hostess: It was my best imitation of my friends' Parisian speech.

Rose: Do you also speak English, Madame?

Madame Latour: Yes.

Julia: And Corinne?

Corinne: I do, but I also attend classes in French and read many French books.

Marie: But aren't most good books translated into English?

Madame Latour: Oh, yes. But translation, no matter how well done, does not give the exact tone, the shades in the language that the author wanted to convey.

Hostess: Girls, we simply must study our language assignments more thoroughly.

Rose: My teacher adviser often says that the knowledge and practice of all the fine things ever thought of by man constitute culture. And that includes languages. . . .

Norma: . . . and painting, music, and dancing.

Madame Latour: You are right.

Hostess: And now, will Corinne dance for us?

Corinne: With pleasure.

(Ballet dance) (at the end of the performance, all applaud)

Hostess: What grace! I compliment you on your daughter's talent, Madame.

Madame Latour: Merci, you are very kind.

Julia: I hope to see Paris some day; to study there and enjoy myself at the Grand Opera.

Hostess: Madame will perhaps tell us something about Paris.

Madame Latour: Paris! You will want to see the Cathedral of Notre Dame, the Louvre with its collection of paintings and sculptures, the Grand Opera House.

Corinne: (who returned while Madame was talking) . . . the bridges and parks. .

Madame Latour: . . . the Arc de Triomphe, and the shops.

Norma: I should want some exotic hats with bright feathers or a glittery veil.

Madame Latour: And you'll find them to your heart's content; also gloves, stylish footwear, and that reminds me, we brought you, Marie, a little French perfume.

Hostess: How precious! (reading label on the bottle:) "Etoile du soir", Evening Star. Many thanks to you both.

Rose: (to Madame) Tell us about the playground of the Queen who played at being a dairy maid.

Madame Latour: The Little Trianon. There you will enjoy the great fountains that play in full splendor in the vast park, but only the first Sunday of each month. The supply of water for one display is said to cost \$2000.

Corinne: But they may be inactive now.

Hostess: Let's cheer up, for they may be in full play by the time we'll arrive.

Julia: I am going to have to read up on Napoleon, Louis XIV, and all the Louis's before I can enjoy a trip to France.

Madame Latour: When you visit the Pantheon in Paris, don't forget to look for the names of the brave Americans whose lives were given for France, and whose names are in letters of gold cut in marble.

(The doorbell rings. Hostess goes to open. Enter Italian woman and daughter. The mother carries a basket, the daughter an accordion)

Signora Rossi: Buona sera. Disturbi-amo?

Hostess: Of course not. I was expecting

you. Good evening, Nina. Come and meet my friends.

Nina: Good evening.

Hostess: These are Julia, Norma and Rose; Madame Latour and Corinne, her daughter. Madame, girls, may I introduce Signora Rossi and Nina.

(they exchange greetings)

How do you do.

Good evening.

Signora Rossi: Signorina Maria, you wanted to hear about Italian things, and here we are. But first, we brought you some little gifts. (taking items out of basket) Some good wine and a scarf I made.

Hostess: You embarrass me with such generous gifts.

Signora Rossi: Don't mention it. Let Mr. Rossi know what your father thinks of the wine. (they are seated) And now, what shall I begin to tell you about Italy?

Norma: Are requests accepted? I want to hear about the streets in Venice covered with water.

Julia: Is it necessary to know Italian to get around?

Signora Rossi: Uno alla volta—one at a time. I'll answer the last question first. If one knows only English, one can get around in the large cities. But if one loves to roam around small towns, to read the quaint signs, to listen to the conversation of those around, to get the atmosphere, the "local color", one must speak the language.

Julia: That is worth remembering.

Signora Rossi: My husband who is a newspaperman, says that to study world's affairs, one must be able to read publications in the foreign tongue, to know the point of view of people who write them. He finds the foreign languages of practical value, as well as cultural.

Rose: I wondered during the war, if Operas would still be sung in the various foreign tongues, or if they would be established once and for all in English.

Signora Rossi: The Operas continue in the original version. Usually, singers are selected who have a perfect knowledge of the language in which the Opera is written.

Hostess: Why is that essential?

Signora Rossi: To give a true interpre-

tation; to convey the depth, the meaning of the words to the audience.

Hostess: That is very interesting. But what did Nina hide in a corner when she entered? Is it by any chance her dear accordion?

Signora Rossi: You guessed it right. If that question on Venice can wait a little longer, we can hear an Italian popular song.

Hostess: That will be fine!

All: Please, Nina.

(Accordion number)

All: (clapping) Bene! Brava!

Hostess: Girls, you do know a few Italian words, after all. Now for Venice.

Signora Rossi: That city is called "The Queen of the Adriatic". There are marble palaces, especially around the famous St. Mark's square. The Cathedral on the square is really magnificent, with its polished marble, transparent alabaster and glittering gold.

Norma: And can you walk around?

Signora Rossi: Yes, of course, but mostly you travel on the water in slender Gondolas, some doing the service of motor cars with a conductor to punch tickets and call out street corners.

Julia: Venice is one city that I should like to see. They say the moonlight on the canals creates a magic scene.

Madame Latour: But one should not exclude from a future tour the Eternal City of Rome, Vatican City, the great art works of Raphael and Michelangelo.

Rose: Are those in Rome? I placed them in Florence.

Signora Rossi: There are famous paintings all over Italy, although Florence boasts of more famous names than does any other place.

Norma: I am not one for art galleries, but I want to see the countryside, the sea and the sky, and the bright flowers everyone mentions.

Signora Rossi: Then you must go to the lakes in the North, the green and blue Riviera, or Naples. Everywhere you'll see magic landscapes, and you'll hear a great deal of singing in the moonlight and often in the sunshine.

Hostess: Is it true that Italian people are very hospitable and friendly?

Nina: Yes, they not only adopt you into their family, but they voice great interest in your age, your dress, and your thoughts. But they are very sincere.

Hostess: (bell) We have more visitors. (speaking to the new guests) Buenas tardes, amigos.

Norma: That is a sombrero! And I could use a lacy mantilla like that.

Hostess: Senorita Carmen y sus hermanos Jose y Pablo.

All girls: Translate, translate!

Hostess: Miss Carmen and her brothers Joseph and Paul.

Julia: (to Carmen) Are you Spaniards?

Carmen: Not really, although our parents were. We were born in Mexico, so here we represent the old country and the new.

Rose: Tell us something of Mexico.

Jose: It is a beautiful country, in spots fertile and in spots dry. In a sleepy town you might see a man leading a small donkey with great wicker baskets on his back, carrying bottles of drinking water to sell. If you look at the ocean, you see the hot sun glittering on the water with dazzling light.

Carmen: But Mexico is also gay, young, and active. The people are colorful. Even the peasant in the field wears bright colors; the women have bright bandannas around their heads, and, often balanced on top of the bandannas, a basket piled high with fruit or flowers.

Norma: That basket carrying should improve their posture.

Carmen: Yes, and the rhythm of the dance. Dancing is an intimate part of the nature of Spanish and Latin-American people. Music is part of their daily life, of the workers and the humble people as much as the rich and cultured ones. It is reflected in the people themselves, who wear an expression of happy good nature and speak in soft, musical tones.

Jose: Nina, Usted habla demasiado. If you should dance for them, they would like it better.

Hostess: Please do.

(Spanish dance)

All: (clapping) How lovely! What grace!

Hostess: (helped by Spanish boys serves) Will you take some refreshments?

Julia: (to Carmen) Your expressive movements disprove the general idea that people "south of the border" lead a sleepy life.

Carmen: In the intense heat of mid-day, the farmer rests under a tree, and the city people have their siesta, but other-

wise everyone works hard at some task.

Norma: I wish you would tell me why the word "manana" is often used in reference to Spanish people.

Jose: That, dispense me Usted, excuse, please, is misleading. "Manana" means "to-morrow". It would imply that we lack energy and ambition, that we have no strong will power, and that we take our time. I say, it is no longer so. In Mexico we want reforms and a better life. We want schools, roads, markets, everything new and better.

Carmen: Perhaps we should say that the common people in Mexico have patience and physical strength to accept a life of hard work, but you have given us new hope for a more prosperous future.

Rose: How is that?

Pablo: By treaties signed by our government and yours to trade and exchange goods and ideas.

Carmen: Yes, and by a greater number of Americans visiting "south of the border" in the last few years, and getting to know us, and ojala to like us.

Madame Latour: No doubt, when we become familiar with our neighbors, we develop a broader tolerance and sympathy, which lead to mutual respect.

Pablo: The Latin-American countries and the United States have a tie of common ideals of democratic freedom, and the bond of mutual dependence.

Hostess: I am sure we all agree on that. I want to thank you, friends, for the gracious contribution of your talents and your knowledge to our get-together. I am sure that we have a wholesome feeling of pride in the common ideals of human endeavors, and for the privilege of living in a country where ideals are fostered.

I invite you all now to join in singing: God Bless America.

(Song by the cast and Audience)

A February Assembly Special

(Continued from page 217)

be in place on the other frame so the heart shaped cardboard or beaverboard frame can be put in place easily.)

And then, of course, there is that famous date of February 22. That is one of our most celebrated birthdays. So many interesting things happened in that person's life and he did so many splendid things that it would take entirely too much time

to try to repeat them. Everyone can find in him a fine example of good citizenship.

7B: Yes, I know all about him and how he told the truth when his father asked him who cut down the cherry tree.

FEBRUARY: That is just one of the stories of his fine qualities. I'm sure that you junior high school pupils would do well to follow his example. Pages, will you lift the curtains that we may catch a glimpse of the Father of our country?

(Pages lift the curtains while boy poses as Washington and a pupil reads a tribute to him.)

FEBRUARY: So you see, Father Time, I really am a very important month. What would we have done without the great men born during those 28 or 29 days?

FATHER TIME: Winter, you should indeed be proud. Seasons, all of you have contributed much to the betterment of mankind. You have all, in my opinion, justified your places on the calendar. Boys and girls, have your questions been answered?

9A: They have indeed. We certainly have many heroes to use for patterns. We should all be better school representatives after what we have seen today. Thank you, Father Time, so very much.

FEBRUARY: Father Time; there is still another important event celebrated in February that I have failed to mention—that is National Boy Scout Week. You boys should know about that.

8B: Yes, we do. . . the Boy Scout organization offers some of the best possible training in citizenship. It has very high purposes and ideals. Many boys in our school belong to that organization.

7A: Look . . . there come some Scouts now, and they are carrying flags.

9B: It is what we call at our school "the flag processional." Everybody always stands for that.

(He motions to audience to stand—Boy Scouts go down the aisles and hold flags on either side of the Washington pose which is repeated for the finale. Some one leads the pledge of allegiance. Then, some one leads the group in singing "America.")

CURTAIN

This program was planned and written by several speech classes to be used for a February assembly program. School officers need not be used; other pupils could be seeking such knowledge from Father Time.

A Program For Extracurricular Speech Activities

(Continued from page 206)

- a. Students will be taken from class for a given time to rehearse the skit.
- b. Students will not be required to make up the work missed in the class during this period.
- c. The skit will be presented before the class, other classes studying the same subject matter, or other groups, depending upon the merit of the performance.

E. Choral Speaking

1. The choral speaking group will be scheduled for regular meetings at the first period on Tuesdays and Thursdays.
2. Students participating in this activity will receive one-half credit for the year.
 - a. The credit will be subject to the recommendation of the director.
 - b. Students dropping the course at any time during the year will lose the credit.
 - c. There is no prerequisite for this course.
 - d. A student may register for choral speaking without regard for the number of subjects he is already taking.
3. This group will be known as the "Verse Choir" and will give public performances as often as its ability permits.

F. Debate

1. Plans are being made to schedule a debate workshop at a regular class period.
 - a. This workshop would be subject to the same policy as that outlined for the choral speaking workshop.
 - b. The director of the debate workshop would use these periods for such work as
 - 1) Building intra-mural debate teams.
 - 2) Building an Interscholastic debate team.

G. Public Speaking Activities

1. One period a day (possibly the 7th) will be set aside as a workshop for public speaking activities.
 - a. Students desiring to participate in these activities and whose

schedule will not permit, will be "sandwiched in" at other periods during the day.

2. It is planned that this workshop will be known as the Student Speaker's Bureau.

- a. This bureau will not operate on a closed membership basis.
- b. All students enrolled in speech classes will automatically become members of the bureau and subject to call when needed.
- c. Any student who has a "speaking" assignment—be it classroom or otherwise—will be urged to come to the bureau for help.
- d. Students with special talent as speakers will be contacted for participation in this bureau.

3. Some of the activities sponsored by this bureau will be

- a. Forums and panel discussions
 - 1) Classroom groups
 - 2) Intra-mural groups
 - 3) Groups from study halls
- b. Extemporaneous speaking
 - 1) Announcements over public address system
 - 2) Talks over public address system or before assembly to promote some idea
 - 3) Talks to advertise coming events
 - 4) Talks before community groups
- c. Oral reports
- d. Declamations
 - 1) Interscholastic League
 - 2) Stark Contest
- e. Oral reading
 - 1) Special assignment
 - 2) Stark Contest

H. Interscholastic League events

1. One-Act Play
2. Debate
3. Declamation
4. Extemporaneous Speaking

I. Broadcast programs

1. These programs will be broadcast over the public address system to homerooms or special groups.
2. Skits may be written by workshop groups (especially designed for broadcast).
3. Many public speaking activities may find their place in a broadcast style.

Young Citizens Speak Up

WHEN is a boy old enough to write his first letter to his congressman? Must he wait until he earns his high school diploma or until he reaches the ripe old age of twenty-one?

We discussed these questions in my American History and civics classes at the beginning of the February, 1945, semester. The boys decided that they were old enough *right now* to express their opinions on the making of governmental policies which would determine the nature of the world *they* would live in all their lives.

We therefore agreed that whenever a boy encountered a vital problem, at home or elsewhere, in whose solution he was interested, he would write a letter to his own representative in the government. The letter would be written at home. Consultation with parents was considered important. Parents were to be encouraged to take part in the project. Even the teacher was permitted to write a letter once in a while. All letters were to be read in class and mailed from class. It was understood that each student had the right to take any position on a given problem, as this was the democratic privilege of all American citizens.

The 131 letters noted in the following chart were written by 58 boys and nine parents during the term:

| Topic Covered | Letter Addressed To | No. of Letters |
|---|---------------------|----------------|
| President Truman | | |
| Pledging support | | 8 |
| Mrs. Eleanor Roosevelt | | |
| Expressing sympathy at death of the President | | 11 |
| Secretary of State Stettinius | | |
| San Francisco Conference | | 13 |
| Argentina | | 1 |
| U. S. Senators Wagner and Mead | | |
| Lend-lease | | 1 |
| Drafting ballplayers | | 1 |
| National Service Bill | | 5 |
| Wallace confirmation | | 3 |
| Price control | | 9 |
| Bretton Woods | | 2 |
| Increase in post-office salaries | | 9 |
| Poll-Tax Bill | | 2 |
| Full employment | | 1 |
| Demobilization | | 1 |

MEYER CASE

*Brooklyn Technical High School
New York City*

| | |
|-----------------------------------|----|
| Own Congressman | |
| National Service Bill | 1 |
| Price control | 4 |
| Poll tax | 2 |
| War criminals | 1 |
| Postal salaries | 6 |
| Deutsch case | 1 |
| Veteran rehabilitation | 1 |
| FEPC Bill | 1 |
| Praise for action | 2 |
| On policy re Spain | 1 |
| Social security | 1 |
| Vivisection | 2 |
| Governor Dewey | |
| Ives-Quinn Bill | 1 |
| Own State Senator | |
| Ives-Quinn Bill | 5 |
| Own Assemblyman | |
| Ives-Quinn Bill | 13 |
| Teachers' salaries | 1 |
| Subway fares | 1 |
| Mayor | |
| A suggestion | 1 |
| Borough President | |
| Transportation | 1 |
| Park Commissioner | |
| On local park | 1 |
| Admiral Nimitz | |
| Pledging support | 1 |
| War Criminals Commission | |
| On punishment of war criminals | 1 |
| Paramount Studios | |
| Praising "Watchtown for Tomorrow" | 1 |
| Brooklyn Dodgers | |
| Hiring of Negro ballplayers | 5 |
| To Newspapers | |
| In praise | 4 |
| Disagreement | 2 |
| On G. I. Bill of Rights | 1 |
| On Security Conference | 1 |
| On metric system | 1 |

In my opinion the project was of great value. It proved, as no amount of lecturing could, that ours is a government not only "of the people" and "for the people" but also "by the people." For the 58 boys it helped bridge the gap between the academic classroom and the real world. Instead of just talking about the duty of each good citizen to participate in the life

of the community and in law-making, we went ahead and participated. In the end-term discussion on the value of the project many boys said they had learned that their future was in their own hands, that they could not "let George do it" if they wanted a world of peace and plenty in which to live. They thought they and their parents should keep on writing letters to their elected representatives thereafter. Incidentally, these students knew the names of their representatives by the end of the term.

The boys received 40 replies to their letters. These, too, were read in class, and a bulletin exhibit of answers was posted in the school corridor. Of course, there were several unusual results. Admiral

Nimitz's reply thrilled all of us and was reprinted in the school newspaper and in the *New York Sun*. Senator Wagner sent on a letter received from a boy to a colonel in the army. The colonel sent the student an answer and forwarded the original letter to another officer who also wrote to the student. In fact, each answer was read with pride by the recipient and was a step forward to active citizenship. Failure to receive a reply was duly noted. One boy wrote on his term report, "I didn't receive any answer yet, but I'm still hopeful! Very hopeful!"

With more of our young citizens learning to speak up on vital matters, our country may well be hopeful of its future.—
Reprinted from HIGH POINTS.

How Principals Help the School Press

SECONDARY schools made an outstanding record in World War II. Principals worked late and long to perform this service despite wartime handicaps. So did student journalists who made newspapers the most valuable school activity in wartime as well as in peacetime.

True, student publications are essential. Reports from administrators in the National Survey of High School Journalism proved that. So does the experience and observation of teachers and students, educators and newspapermen who have noted the benefits to both the staff and the school.

To be sure, the school press is not perfect. Principals know that, and so do student journalists. Now that reconversion is here, it may be well to summarize the steps which some administrators take to help the students and advisers to improve student publications. Here they are:

1. Stress the fact that student publications should be prepared for the entire school family—students, faculty, alumni, parents, and friends.

2. Encourage students to do all the work involved in producing student publications, insisting that they operate without censorship and helping them to develop an awareness of their responsibilities.

3. Emphasize the fact that the adviser has a vital role in the production of student publications—that of teaching, advising, guiding—not that of bossing, editing, or managing.

LAURENCE R. CAMPBELL

*Acting Dean
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Syracuse, New York*

4. Support student publications adapted to the needs and resources of the school and community, developing policy based upon educational necessity rather than financial expediency.

5. Aid the newspaper editorial staff in broadening its news coverage to provide adequate presentation of curricular as well as extra-curricular news.

6. Insist that all official news sources in the school cooperate with the newspaper editorial staff and give student journalists at least an "even break" in timing the release of any news stories.

7. Foster constructive editorial policies in the student publications, encouraging the publication also of polls, symposiums, reviews, and interpretative articles to stimulate an intelligent student opinion.

8. Stimulate original writing on the feature pages in preference to gossip, borrowed jokes, and trivia, urging English teachers to cooperate in developing the talent of students with creative ability.

9. Urge democratic procedures in the selection of editors and managers, that is, election by an editorial board or publication council, not appointment by the adviser or a faculty committee.

10. Encourage efficient management of

circulation, promotion, and advertising, insisting on complete and accurate records of all receipts and expenditures with a monthly audit.

11. Approve advertising in student publications, provided advertisements convey a timely sales message on goods or services which students buy.

12. Provide publication staffs with adequate headquarters, preferably a journalism laboratory.

13. Arrange for student publication staffs to have access to typewriters in the commercial department unless their offices are equipped with enough to meet their needs fully.

14. Assure students on publication staffs of recognition comparable to that accorded in athletic and other activities, that is, a letter, pin, or certificate to be presented formally at an awards assembly.

15. Attend the annual banquet of the publication staff and thank students for their interest and cooperation.

16. See that the library has at least fifty different current books on journalism besides high school textbooks, providing yearly for the addition of ten to twenty more.

17. Subscribe for Quill and Scroll, Scholastic Editor, School Press Review, School Activities, and, also, if possible, such magazines as Editor & Publisher, Magazine World, Quill, and Printers Ink.

18. Encourage staffs to affiliate with worthwhile local, sectional, state, and national school press associations.

19. Arrange for student journalists to attend school press conventions and to participate in school press tournaments.

20. Approve submission of student publication to national and other worthwhile critical services, urging staffs to consider carefully the constructive suggestions they receive.

21. See that talks are given on journalistic vocations—the newspaper, radio, advertising, businesspaper, employee publications, and magazine—at the annual vocational guidance conference.

22. Encourage the adviser to take summer courses in journalism and to complete the teacher's sequence in a good school of journalism and, if possible, to obtain a master's degree program including timely research.

23. Suggest that student journalists may wish to develop a news bureau to cover school news for local and nearby newspapers.

24. Encourage student journalists to apply for admission to the journalism division of National Institute for High School Students in the summer or in demonstration classes or workshops for publication staffs.

25. Provide a journalism course for a semester or year—preferably the latter—open to juniors or seniors with the approval of the instructor.

26. Suggest that the adviser write for educational periodicals in which articles on student journalism are presented.

27. Arrange for the school press and educational publicity to be discussed from time to time at administrators' conferences.

28. Urge publication staffs to provide opportunities for training for students in all classes.

29. See that the adviser's load and schedule are adjusted so that she can give adequate guidance to publication staffs.

30. Praise the staff and adviser for work well-done yet be considerate and understanding when their work falls short of perfection.

Examine these Important Books

**For Practical Ideas on
Student Self-Government**

THE STUDENT COUNCIL

By HARRY C. MCKOWN

Filled with practical suggestions and ideas on all phases of student self-government. Offers tested practices used successfully in large and small schools. Includes history, objectives, principles—everything the school administrator or teacher should know about student council work. \$2.50

For Your Debate Program

UNIVERSAL MILITARY TRAINING

By Col. Edward A. Fitzpatrick, AUS

A comprehensive, objective source book, presenting both sides of this challenging question. \$3.00

McGRAW-HILL BOOK CO., INC.
330 West 42nd St. New York 18, N. Y.

Assembly Programs for March

Letters are received occasionally from readers which contain ideas and suggestions that are valuable enough to pass on to others. Following are excerpts from three letters which might be of interest:

"We wish to learn what changes have taken place within the last few years relative to the kinds and methods of assemblies in secondary schools. Our biggest problems are: discipline, teacher indifference, capable students being called upon too often, finding time to prepare good programs, and avoiding excess of poor entertainment in programs. Are these problems found frequently in other schools?"

"I am a consistent reader of your assembly articles and find many constructive and helpful ideas in them. Perhaps you should emphasize over and over that schools should not attempt to follow outlines for specific programs explicitly, but that they should adapt the ideas in planning their own programs. There is a need for more schools to experiment with assemblies—to originate more new ideas, to develop some new types of programs, and to work out some new slants on old ones.... There is too much of the same old stuff being presented year after year."

"I should like to offer the following suggestion for the articles on assemblies: Get assembly committees in a number of outstanding schools to choose the program presented during the past year which is considered most valuable, and to develop a short article describing it. I believe that such descriptions would be very helpful."

Notes: Readers are invited to comment on and suggest solutions to the problems stated in the first two letters. The suggestion of publishing descriptions of the best assembly programs presented within the past year in a number of schools seems to be a good one. The editors of *School Activities* will welcome such contributions.

IDEAS FOR POSSIBLE ASSEMBLIES IN MARCH

March 4-8—Program on "How to Get Along with People"—Sponsored by Special Committee or Director of Guidance.

To make this assembly effective, a careful plan will be necessary. It is suggested that, a few weeks before the assembly is to be presented, homerooms begin a study of this topic. The program should grow naturally out of the activities of the homerooms. An outline might be developed for discussion in homerooms, or the outline given below could be revised and made to serve this purpose.¹

"How to Get Along with People"

I. Aims:

To understand and appreciate the value of friends.

C. C. HARVEY

Nyssa Public Schools

Nyssa, Oregon

To learn how to be a better friend.

To acquire some skill and ease in social contacts.

To appreciate home and family life and realize my contribution to family happiness.

To use my time wisely, and have some fun along with the work.

To be able to depend upon myself.

II. Friends and Friendships.

A. The part friends play in the life of an individual.

1. Companionship.

2. Share one's happiness.

3. Increase contacts, interests, and views.

4. Aid in time of need.

Assignment — Write a story on "Friendship."

B. How to make friends and keep them.

1. Ways to become acquainted.

2. Ways to make friends.

C. Desirable characteristics of a friend.

1. Write a short paper on "What I think a friend should be."

2. List characteristics of a friend.

3. Set up a score card for judging a friend. Each student judge himself and two others.

D. A study of famous and interesting people—their outstanding traits. Example: Lincoln, Theodore Roosevelt.

Books and reading for the group.

E. How I can be a better friend to others.

1. Traits that hinder me and need to be improved upon.

2. How to win friends.

F. Food for thought.

"An 'If' for Girls" and "An 'If' for Boys."

III. Social customs and etiquette. Courtesy.

A. Study cartoons showing the way people act. Discuss why we need to know how to act courteously.

B. Introductions.

1. Study rules, forms, and related topics.

2. Discuss fully.

3. Student demonstration of good and poor introductions.

¹By Eunice L. Hendrickson, Instructor, University of Minnesota High School. Quoted from N. L. Bossing, *Teaching in Secondary Schools*, New York: Houghton Mifflin Co., 1942, pp. 247-51.

- C. Other etiquette problems in the lives of the students. At the show, church, home, dance, restaurant, soda fountain, telephone, school, class, as a guest away from home.
 1. Study the problems fully.
 2. Practice as "This is the way we do it."
 3. Pantomime typical situations in their lives.
- IV. How to make myself an interesting person.
- A. Interesting people I know.
 1. What makes them interesting.
 2. What do they do with their spare time.
 - B. How to spend my free time to be of best use to me.
 - C. Hobbies.
 1. The value of hobbies.
 2. Hobbies of class members—of others.
 3. Plan hobby show.
 4. Set up hobby show and send invitations to other class.
 - D. How I can become self-reliant and self-dependent.
 1. Bedtime hours and other time problems.
 2. Home and school responsibilities.
 3. Food and clothing problems to care for by myself.
- V. Entertaining friends.
- A. Ways to entertain friends at little or no cost.
 1. Plan ways to entertain a few friends on Saturday afternoon.
 2. Plan to entertain six or seven at a party.
 3. Discuss fully.
 - B. Class party.
 1. Discuss the problem fully.
 2. Plan the kind, date, and guests for a party.
 3. Appoint committees and plan work for each.
 4. Committees meet to make plans—report to class.
 5. Discuss entertaining problems.
 - a. Host and hostess and their functions.
 - b. Guests and their care.
 - c. Review introductions and plans for entertainment.
 - d. Greeting guests and other courtesies.
- VI. Getting along with the family.
- A. Problems facing families and children which we can solve.
 1. What boys and girls can contribute to happy family life.
 - a. List.
 - b. Discuss.
 2. Typical family annoyances.
 - a. Problems to face.
 - b. My share in these.

3. How I can make my home life happier.
 - a. Write paper.
 - b. Discuss.
- B. Planning fun for the family.
 1. What can the family do when it gets together for birthdays, Christmas, Easter, etc.?
 2. How to plan a family affair.
 3. Plan a recreation period for own family, write plans, discuss, carry out plans and write report evaluating the plan.

Some schools may want to concentrate on special parts of this outline or on a similar one more adapted to their needs. The outline suggests numerous methods which may be used in the presentation of the assembly. For example, there are many of the points which may be dramatized or demonstrated. Some of the best papers produced in the homerooms might be read in the assembly. Part of the program might be presented as a symposium-forum. A symposium is a collection of opinions delivered on a subject by a number of persons. The addition of "forum" indicates that an open discussion under the guidance of the chair is to follow the opening presentation.

March 11-15—Student Hobby Show Program—Sponsored by Homerooms and Clubs.

An assembly consisting of "Hobby Talks" was suggested for the first week in November. In the above outline, one part is devoted to hobbies. Wise use of leisure-time has been stressed in programs suggested for different dates throughout the year. The reader may wonder, "Why so much emphasis on hobbies and other leisure-time activities?" The answer is that this is one of the most important aspects of education. A student who has a hobby in which he is intensely interested rarely becomes a juvenile delinquency problem.

Preparation for this program may have its beginning in the study of "How to Get Along with People" in the homerooms. In most schools there are enough students interested in hobbies that sooner or later it is going to be ready for a hobby show assembly program. An assembly of this kind can make use of so many methods of presentation that it should have a special appeal to students.

Two assemblies presented last March at the Solomon Juneau High School, Milwaukee, Wisconsin, were of this type. One week the junior class sponsored a hobby show in which the program was developed around the following hobbies of students: Star Gazers to Star Collectors, Love Birds, Model Planes, Fish, Pigeons, Stamps, Horses, and Violins. The next week a senior hobby program was presented which featured these activities: Art, Land Cruising, Reading, Music, Toy Making, Match Booklets, Cartoons, Puppets, Ship Model Building, Amateur Science, Handicraft, Magic, and Miscellaneous Hobbies.

Here is an account of a hobby show assembly

presented a few years ago at the Collins High School, Winding Gulf, West Virginia.

The principal noticed that several students had rather unusual hobbies and decided to attempt getting as many other students as possible interested in a hobby. With the co-operation of teachers, a number of projects based on hobbies were started in homerooms, classes, and clubs. For example, a history class attempted to find out the hobbies of great men and to collect statements about hobbies. English classes started hunting for poems dealing with specific hobbies, with the understanding that if they failed, they would write the poems themselves. Other students prepared scrapbooks and booklets entitled "My Hobby."

It was not long until interest began to increase, and a committee was appointed to make a survey of hobbies of students in the school. The survey actually consisted of getting each student to register his or her hobby, using a form provided by the committee. When this was complete, the hobbies were classified under four headings: (1) Doing things, (2) Making things, (3) Acquiring things, and (4) Learning things.

Floor space was laid out in the front of the auditorium for a hobby exhibit. The second and the third classifications, were more appropriate for display; the first and fourth classifications, better suited for entertainment and demonstrations. The quotation, "A life without a hobby is like a house without a window," was taken as the theme for the program.

First, on the program, there were a few short talks and comments on such topics as the value of hobbies, the part hobbies have played in the lives of famous persons, and the difference between a hobby and a fad. Then a number of students read what they had written on hobbies, such as poems about specific hobbies and papers on "My Hobby." This was followed by the reading of some statements from leading hobbyists and educators about hobbies, and mention of some books on hobbies.

But the best part of the program came when students who had hobbies which provided special entertainment started performing. These included music, marionettes, magic, and sleight-of-hand tricks. Entertainments which students presented with their hobbies together with demonstrations of activity hobbies lasted for about forty-five minutes. The exhibit remained in the auditorium for several days and parents were invited to visit it. Not all hobbies could be placed on exhibit, but most of the others were demonstrated or performed.

March 18-22—Program on "The Importance of Work"—Sponsored by the Social Studies Department.

A well-balanced schedule of assemblies will not only emphasize the use of leisure time, but it will also stress the importance of work and the value of work experiences as an aspect of education. Boys and girls at the present time are work-conscious; they prefer to be of use to the

World. The war has given them the opportunity to do useful work, and they have become accustomed to work, as well as to looking upon it as a goal.

Much has been written within the past few years on the educational value of work experiences. Today's schools are utilizing this perfectly normal, creative, and co-operative activity in helping young people prepare themselves to assume the responsibilities of competent and mature citizens.

When students finish school, they should have the right attitude toward work, a respect for work and its dignity, and the habit which persists throughout life—carrying through, finishing things started, getting along with people. The purpose of the assembly suggested for this date should demonstrate the importance of work and emphasize that we receive only a small portion of our education in the classroom. The autobiography, "The Education of Henry Adams," is 505 pages in length; the part which describes the "schooling" of Henry Adams consists of 29 pages.

As schools do not begin the term early for a Labor Day assembly program, March seems to be an appropriate time for an assembly on the theme of work. Plans for such a program can best be made in the light of local conditions. How one school did it is described below:²

"Men and Work" was the theme of this assembly which was presented to make students see the significance of work both from their own personal point of view and as one of the things which has made our country great. The order of the program was:

An introduction entitled "Why Men Work." This included a practical demonstration showing how work educates, liberates, and socializes men. Facts of history, psychology and creative urge, and the love of crafts were cited. The sense of competence and the satisfaction which are byproducts of manual performance were stressed.

Next were discussed the history and problems of labor, industrial movements and the part labor has played in the historical growth of our nation, etc. Following this came an account of the founding and observance of Labor Day; its meaning, spirit, and purpose.

Then "The Iron Man in Industry," showing the social significance of machinery, served as a prologue to a short pageant in which the forces of good and for evil were seemingly forever at war in a modern industrial city. This pageant, a ten-minute sketch, was symbolical in type and made a fitting climax to this part of the program which was educative in every respect.

The concluding part of the assembly consisted of a review of the student's part in the work of the world—both from the point of view of its educational worth and a goal. Student groups working under the leadership of chair-

²Mary M. Bair, "Men and Work," *School Activities*, XI (Sept., 1939), p. 39.

men were responsible for different parts of the program. These groups not only arranged the program but decided on its content and methods of presentation.

March 25-29—Girls' Athletic Assembly—Sponsored by the Girls' Athletic Association.

Boys' athletics held the spotlight on two rally assemblies suggested earlier in the school term. This program is to give the girls an opportunity to demonstrate their athletic activities. It should be based on the athletics of the school in which girls participate, and as there is such a wide variation in practices of schools in regard to girls' athletics, specific suggestions in regard to the program will not be attempted. The following account of a "Girls' Athletic Assembly," presented by the Physical Education Department of the Janesville, Wisconsin, High School, contains an idea which might be utilized:

As the reader reads, the activities appear as a silhouette. The skit covers these sports, as they appear on the school program during the year:

| | | |
|------------|-------------|------------|
| Hockey | Tumbling | Horseshoes |
| Archery | Volleyball | Baseball |
| Dancing | Life-saving | Tennis |
| Basketball | Social Time | Canoeing |

The announcer states that the audience will be taken on a tour of the 1933-34 Girls' Athletic Association. City of Progress—the girls' gymnasium and campus of the Janesville High School. Each sport is treated as a suburb of the city. The skits show some of the actions and the significance of the terms of each of the above sports. The program closes by the reader inviting the audience to join any of the suburbs during the year.

If the above suggestion is not appropriate for a program for this week, perhaps a rally assembly in preparation for the baseball season and other spring sports would be timely.

Jeanette Meredith and Kathryn Mulligan, "Girls' Athletic Assembly," *Journal of Health and Physical Education*, V (April 1934), p. 39 f.

Public schools need teachers who can make the story of democracy fascinating and make student self-government colorful and vital training for adult citizenship. — *Sierra Educational News*

"When music and courtesy are better understood and appreciated there will be no war." —Confucius.

There is a story of a student who got tired of constantly being exhorted by his teachers to "play the game." Finally, "What is the game?" he complained. "What are the rules?" Where are the goal posts? These are questions education has too often left unanswered.—*New Mexico School Review*.

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| | 30 | 20 | 30 | 24 | 19 | 15 | 13 | 10 | 08 | 06 | | | | | |
| | 45 | 30 | 38 | 30 | 23 | 19 | 16 | 13 | 09 | 08 | | | | | |
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News Notes and Comments

Unique School

Significant of the desire to promote better understanding among nations of the Americas is a proposal to create a Pan-American high school as a unit in the public school system of Cleveland, Ohio.

It is typical of the hundreds of school systems—including universities and colleges—which are giving or planning increased attention to Pan-American subjects. It is unusual in that Cleveland, a city far distant from the nearest Latin-American border, is said to be the first to consider establishment of a separate school devoted exclusively to the study of such subjects."—*West Virginia School Journal*.

Framed for the Children

Each year thousands of American children recite the preamble to the Constitution of the United States and even commit other parts of the document to memory. So that New York City's eighty-five thousand school children may become equally familiar with the United Nations Charter, a copy of the text has been framed and hung in every classroom. Children in the upper grades will actually study the words that promise permanent peace for all mankind. —*National Parent-Teacher*.

WE CAN HAVE BETTER SCHOOLS by Maxwell S. Stewart, is Pamphlet No. 112 in the series of popular, factual, ten-cent pamphlets issued by the Public Affairs Committee, Inc., nonprofit, educational organization at 30 Rockefeller Plaza, New York 20, New York.

FIELD COURSES in Nature Study and Conservation will be conducted at cost by the National Audubon Society, at the AUDUBON NATURE CAMP near Medomak, Maine, and the AUDUBON NATURE CENTER of Greenwich, Connecticut, during the summer of 1946.

Notice to Cheerleaders and Their Advisers

Frequent requests for a book on Cheerleading are now being answered. A new and timely treatment of this subject has been published—a worthy addition to the Barnes Sports Library.

CHEERLEADING, by Newt Loken and Otis Dypwick, is a peppy and profusely illustrated volume dealing with all phases of Cheerleading and with the closely related subject of Marching Bands. Its contents include: Qualifications of a Good Cheerleader, Attire and Equipment, Elements of Cheerleading Motions, Execution of Popular Yells, Favorite Yells, Novelty Yells, Cheerleading Stunts, Tumbling and Cheerleading, Organized Cheering Sections, Pep Meetings, and The Marching Band.

This book (\$1.25) is published by A. S. Barnes and Company, 67 West 44th Street, New York 18, N. Y.

High school athletic coaches are talking about "Farewell to High School Coaching," by Jeff Hamilton in the November number of *Clearing House*.

A meeting of the science clubs of the Philadelphia High Schools was held at the Franklin Institute. It took the place of the annual convention sponsored, before the war, in a different city each year by the Pennsylvania Junior Academy of Science. Demonstrations of the various activities of the school year were featured. The science clubs of all High Schools, parochial, public, and private, were invited to attend.

Postwar Jobs

Postwar employment prospects in three occupations are described in three different six-page Occupational Abstracts just published by Occupational Index, Inc., New York University, New York 3, N. Y., at 25c each.

Girls Clubs of America, Inc.

Some Girls Clubs are over fifty years old, while many have celebrated a quarter of a century of service. For the past ten years, Directors, Staff and Board members of a score or two of such clubs have held annual meetings to discuss mutual problems.

For several years they have discussed forming a national organization. This was finally perfected at the meeting in Springfield, Mass., May 8, 1945, when the Girls' Club of America was organized. It has received its charter of incorporation from the State of Massachusetts, as a non-profit organization.

Existing Girls Clubs are invited to send their names to Mrs. Chase who will give them information about joining the Girls Clubs of America, Inc.

The First Annual Conference will be held at the Pittsfield Girls League, 165 East St., Pittsfield, Mass., April 27th and 28th. Information may be secured from Mrs. Sawyer, Pittsfield Girls League.

Southern Association of Student Government Meets

The annual meeting of the Southern Association of Student Government (See "Southern Association of Student Government Looks to the Future," by Alta Shoen, in the January number of *School Activities*) will be held at Little Rock High School, Little Rock Arkansas, April 11-12-13, 1946.

DeVry Sponsoring Education Consultants

Two of America's leading universities, Northwestern and Leland Stanford, have announced summer courses and work shops for graduate instruction in Audio-Visual Teaching Aids. These courses are designed for administrators, supervisors and teachers.

Charles R. Crakes, educational consultant of DeVry Corporation, Chicago, will personally direct the courses and serve as guest instructor. Mr. Crakes has previously served as instructor in these activities at both universities. He is now on an educational survey tour gathering material for a report on nationwide thinking in regard to the use of projected teaching materials.

Schools planning a workshop, clinic, or conference devoted primarily to the audio-visual teaching movement, and desiring the services of Mr. Crakes, may write the Educational Department, DeVry Corporation, 1111 Armitage Avenue, Chicago 14, Illinois.

School publication staffs will find *The School Press Review* immensely helpful. It is published at 202 Fayerweather Hall, Columbia University, New York.

From Our Readers

School Activities Magazine:

In our school there is an unequal distribution of participation in extracurricular activities. To remedy this, a committee, of which I am chairman, has been appointed to investigate the methods by which more of our students may have a chance to take part and to prevent overloading by others.

The point system and the limiting of offices and activities have been suggested. We are interested in locating material and especially in receiving direct communications from Student Councils which use some method to equalize office holding and participation.

My committee has read the articles in your magazine on the point system, but would also like to hear from schools which use some system that requires less clerical help.

Cordially yours,
NANCY GEHRAND
Elkhart High School
Elkhart, Ind.

Can you help Chairman Gehrand and her Committee? Will you? Thanks.

Editor School Activities Magazine:

Enclosed is a brief article about the Veteran's Club in our high school.

We have found this group a very interesting one. But we should like very much to find out what other schools are doing. For instance —

1. How do other schools evaluate credit for service training?
2. How are these men adjusting themselves to their school life?

3. How successful are the separate classes for Veterans? How are these classes organized and operated?
4. What courses appear to be the most popular?
5. To what extent and in what ways have these men brought to the schools any of the benefits of their educational experiences in service?

Yours truly,
RAYMOND G. WILSON
Principal, Murphy High School
Mobile 18, Alabama

How would you answer these questions? We are looking for pertinent articles, and Principal Wilson is looking for directly sent experiences.

Editor, School Activities:

We have been a subscriber to *SCHOOL ACTIVITIES* for several years and we think that it is a splendid magazine.

Just now we are interested in publishing a small booklet on local history, but find that local printing costs are almost prohibitive. Could you advise me if there is some firm that does this type of work at fairly reasonable rates?

Very sincerely yours,
ELMER E. STEVENS
Grass Valley High School
Grass Valley, California

Any suggestions for Mr. Stevens?



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How We Do It

C. C. HARVEY, *Department Editor*

CONTENTS FOR FEBRUARY

Fellowship Club Started to Combat Intolerance.
Importance of Courtesy Recognized by Students.
Roller Skating as an Extracurricular Sport.
Girls Cadets Help Relieve Acute Teacher Shortage.
Every Boy Plays the Game at Our Junior High School.
Student Council Sponsors Rural Education Day.
Clubs in Capitol Hill Junior High School.
Significant Activities of a Student Council.
Original Pageant Portrays Junior High's History.
All Boys Participate in Intramural Sports.
Maryland Organizes Council of School Library Clubs.
Special Issue of School Paper for Servicemen.
Successful Plays Presented by Activity Groups.
How We Do It Items in Brief.

FELLOWSHIP CLUB STARTED TO COMBAT INTOLERANCE

For the purpose of furthering understanding and goodwill among races and creeds and eliminating intolerance, students of Cheltenham High School, Elkins Park, Pa., have founded a Fellowship Club. Fourteen other schools in the Philadelphia area have also started Fellowship clubs.

Freedom from prejudice in thought, word, or action against people of every color and creed, education of self and others to combat intolerance, and enthusiasm for spreading the ideas of fellowship represent the nucleus of the principles adopted by members of the club.

As their guiding light to carry into effect these principles, meetings were held every two weeks at which discussions were led by noted individuals from the Fellowship House in downtown Philadelphia and from Elkins Park. Emphasizing the fact that Japanese-Americans enjoy the same things, dress the same, and expect to be treated the same way as other Americans, one speaker made the students realize that essentially all people are alike.

Three students from another high school, in an exchange program with Cheltenham, made the issue a personal matter and presented the problem of the Negro and the Jew. They analyzed several prejudices, and quoted statistics to prove them false. A Gentile speaker suggested what could be done by the majority group first to reduce and eventually to eliminate the problems altogether.

At meetings in the Fellowship House, plays are presented, projects organized, group singing carried on so that, by working together in a

friendly contact, the members may get to know each other as fellow human-beings, instead of just as representatives of a group.

Frank Sinatra came as a guest to one of these meetings, which was attended on that particular occasion by Student Council presidents, editors of school papers, and presidents of Fellowship clubs from Philadelphia and the suburban schools.

Films sent to the high school have been given in assembly to enlist the sympathy of more people for the idea of fellowship.

Interracial and intercultural understanding are really working at Cheltenham, as is evidenced by the fact that the club's president is Jewish; the vice-president, Gentile; and the secretary, Negro.—SUSANNE HOEBER, Cheltenham High School, Elkins Park, Pa.

IMPORTANCE OF COURTESY RECOGNIZED BY STUDENTS

It seemed to come out of a clear sky—this urgent request for a club where members would study courtesy and social behavior. The setting was a boarding-school; the time, February 1942; the characters, a heterogeneous group of high school, junior college, and theological students.

A class in "Fundamentals of Speech" had been studying and practicing social introductions and acceptable conversation. Maybe that is where the idea originated. At any rate, a representative of the "Would-Be-Socially Acceptables" approached the speech teacher somewhat apologetically one day—she was very busy already they knew; but if they could obtain permission to organize, would she consider being their leader? After a few questions which felt out the extent of interest and earnestness of purpose of the group, she promised to do her best.

Consent of the head of the school was obtained and a packed classroom of eager students met for an evening session. A very simple name was chosen and officers elected. "Not learned, but learning," was chosen for a motto. The group insisted that the faculty member be not merely a sponsor but the leader. The members requested that she lecture to them for an hour every two weeks on some aspect of courtesy.

The faculty leader asked the members to hand in questions and suggestions in regard to the "Social Graces" they wished to acquire. The lectures were supplemented by much group demonstration, sometimes previously planned, again impromptu in nature. Social introductions were practiced until a degree of ease and correctness was accomplished; conversations were initiated, sustained and concluded, with special emphasis upon an element of constructiveness and omission of uncomplimentary personal comments so characteristic of boarding-school chatter. Other

topics of interest discussed were boy-and-girl relationships, table, street conduct, and dress.

The "Courtesy Club" is described in the school annual as follows: "The Courtesy Club, which meets every two weeks on Thursday night, was initiated by a group of students for the purpose of instruction and practice in the fundamentals of etiquette. Emerson said, 'Life is short, but there is always time for courtesy.' A little act of kindness here and there may seem like a small thing, and yet how unappreciated is one who is discourteous. Etiquette, which is in essence a gracious consideration of others, is an essential of every Christian's code of conduct."

This club suggests to us the possibilities of vital student education not only in student initiated projects, but also in similar ones in which the teacher herself may arouse the interest of enrollees. The speech field is replete with such possibilities.—DOROTHY SHELDON, Owasso, Michigan; Student, University of Michigan, Ann Arbor.

ROLLER SKATING AS AN EXTRACURRICULAR SPORT

In a recent secondary school survey, the students selected roller skating, next to dancing, as the most popular athletic sport.

Roller skating offers a safe, inexpensive, and healthful activity for students. Compared with football, roller skating accidents are nil. No expensive stadia need be rented for the skaters; the gymnasium, playground, park or local rink are offered free or at a nominal cost. Dance contests, hockey games, and exhibits may even bring in revenue. Skating consumes the youngsters' surplus energy and solves some disciplinary problems.

At present, roller skates are not being manufactured, but there is some stock left over at sport shops and good used skates may be purchased at second hand stores.

At Newtown High School, the roller skating club has been very popular. When first organized in 1937, over 400 students applied for membership (the largest club in the history of the school). For administrative reasons, the number had to be cut down to thirty boys and thirty girls. Beginners were encouraged to join and become interested. (Those who were members of outside roller clubs were put on a waiting list). Meetings were held twice a month to discuss events, review books, magazines, plan costumes, letters, instruct in dancing, racing, and roller hockey. Skating events were held weekly at the new City Rink in Flushing Meadow Park where an admission charge was only twenty cents (free to youngsters on Saturday mornings). In a mixed group, a woman and a man member of the faculty directed the club and attended all official outings. Students elected their officers, planned events, and meetings.

Students have won dance contests in their local private rinks and two have joined the cast of the "Roller Vanities" and also appeared in

the film "Pin Up Girl." In the winter some of the members take to the ice and two groups are formed. All the roller people have made splendid ice skaters. The best ice skaters joined the cast of "Hats Off to Ice" which appeared at the Center Theatre in New York City.—ROLAND C. GEIST, Newtown, New York, High School.

GIRL CADETS HELP RELIEVE ACUTE TEACHER SHORTAGE

East Chicago, Indiana, decided about two years ago to make an effort to do something about the acute shortage of teachers in the elementary field. The Superintendent of Schools appointed a committee to consider objectives, formulate policies, and set up the general machinery for a campaign.

Our objective was to interest high school girls with satisfactory qualifications in becoming elementary teachers. In many cases this would be merely a matter of attempting to shift the interest from high school teaching, in which department had been their most recent experience, to the grade level where they were needed more badly. It was in no respect our intention to train teachers, or to provide a cadet, in the sense in which the word is usually used, for the teachers to whom the girls were assigned. We did hope, however, that the experiment would be of value to both the girl and to the teacher.

The plan adopted was to place a limited and highly selected group of high school seniors for one period a day with teachers in the primary, kindergarten, and elementary level who were willing to help with the experiment. These teachers were to be selected by the co-ordinator on the basis of professional integrity as well as ability to teach and to understand children.

Senior girls interested in becoming teachers were asked to apply for the course. Through individual conferences with the co-ordinator of the project and upon the recommendation of the school counselors, twelve girls were selected from Washington High School and an equal number from Roosevelt High School. Assignments were made, and the experiment was launched. It had been decided to give the same credit for this course that is given to members of our student library and clinic staffs.

Before the cadets started to work, there were meetings with the co-ordinator, who outlined for them the general plan, talked to them about the teaching profession, and described the characteristics of a good teacher. After they were told what to observe, she went with them on visits to several classrooms. A conference followed to discuss this experience after which the cadets were turned over to their individual teachers.

Co-operating teachers were furnished a "Participation Sheet" on which were fourteen items to be considered in evaluating the work of the cadets. A reading list of related material was

ing the regular school lunch hour, the group assembles in the Projection Room, where they compiled for the use of the cadets. The experiment is still going on and we feel that it has been successful. The cadets are enthusiastic about what they are doing, and teachers feel that they have been more than compensated.—KATE DEPEW, Senior Girls' Counsellor, Washington High School, East Chicago, Indiana.

EVERY BOY PLAYS THE GAME AT OUR JUNIOR HIGH SCHOOL

The plan for intramural athletics at North Junior High, Colorado Springs, Colorado, provides for athletic contests as an integral part of the total educational program. Fundamentals are taught in six group competitive sports—football, speedball, basketball, volleyball, softball, and track. In addition to these group competitive sports, instruction is given in boxing, wrestling, and gymnastics. Some boys play golf on the nearby municipal course.

Ice skating for both boys and girls was added to the list of sports this year. The skating rink has a dividing line to provide separate places for hockey and free skating. The ice covers a space sufficiently large to accommodate a hundred and fifty skaters. It is conveniently situated for use during physical education class periods as well as for out-of-school skating.

Eighty-four per cent of all boys participated in speedball and touch football last year. Seventy-one per cent participated in volleyball, seventy-five per cent in basketball, eighty per cent in softball, forty-five per cent in tennis, and ninety per cent in track. An individual record is kept for each boy showing his physical growth, his physical condition in each of the three junior high years, and his participation in athletic games each year. Growth, or improvement, in each of the athletic skills is shown on the record card. Each boy is required to take decathlon tests, which include the football pass, punt, drop-kick, push-ups, pull-ups, rope climb, softball throw, two-hand basketball shot, free throw, one-hand basketball shot, set-up shots, broad jump, high jump, shot put, and fifty-yard dash. Each skill is given a one point value.

The boys are getting experience in playing the games in situations that are real. The home-room and interplatoon games are open to all who qualify, and every boy has an opportunity to be a member of a team. Competition is keen without excess. The positive, constructive value of athletic contests is realized without the negative or harmful effects of excessive competition accompanied by excessive and emotional tension.

As the boys mature and broaden, the emphasis in the program changes to meet their needs. A ninth-grade all-star interplatoon game in any sport, with the entire school as an audience, has the aspects of an inter-school game. In these games, boys experience sufficient physical and emotional strains for their age and maturity. The

program of athletics extends the benefits to all boys according to maturity. These organized games require teamwork and are played under a wholesome influence. Some all-star games are played during regular school assembly time. In this activity, patterns of play and leisure-time interests are being shaped for contestants and for the audience. Some of these patterns will persist at adult levels.

The "factor of safety," a term used by engineers to designate the margin of safety required in the building of engines, bridges, houses, etc., may have significance in a consideration of safety for the human structure. It is not enough to make a structure strong enough to bear expected maximum loads. It must have a margin of safety for the unexpected with a reasonable estimate of the strength of a bridge, a building, a machine, or a boy, it behooves the engineer to control the load placed on that structure. Our program of intramural games and sports seems to be in general harmony with the purpose of the junior high school; it offers an opportunity for individual success and sharing in group achievement, and the activities seem adapted to the maturity of these who participate in them. — M. J. HENLY, Principal, North Junior High School, Colorado Springs, Colorado.

STUDENT COUNCIL SPONSORS RURAL EDUCATION DAY

Each year, near the completion of the spring quarter, the Hutchinson High School Student Council sponsors a Rural Education Day. At this time the eight grade graduates of rural schools in the Hutchinson transportation area are invited to visit our school at an "Open House". The purpose of the day is for these graduates to become better acquainted with our school and to provide an incentive to go on with their education through the high school.

The regular school buses pick up the rural students and bring them to school in time for the first classes. They are registered by the Student Council, given name tags, and they attend a short program in the Auditorium where the vocal and instrumental music departments present a short program, and our Principal outlines the events for the day. Our guests are then divided into four groups to visit Freshmen classes then in session. Freshmen, who were visitors at the Rural Education Day the preceding year, act as guides. As they attend the classes, they are given information they desire regarding the course, by the teachers of the various departments. Dur-



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are shown films by the Visual Education Department.

Following the movies, the visitors are guests of the school at a luncheon. During the luncheon they are welcomed by the president of the Student Council, followed by musical selections and short talks by the Superintendent and the Principal. They also have an opportunity to meet and hear a few comments by the special department teachers.

Following the luncheon, our guests visit the Library, Gymnasiums, Music Rooms, Art Room, and Museum, where they are given instructions as to the use of these rooms. Later in the afternoon they are the guests of the Senior Class at the matinee of the class play. After the play they are taken home by the buses, with a much better understanding of the high school they are to attend the following September.

Immediately after our Rural Education Day, the Principal sends to the Rural Teachers personal reports requesting information as to the pupils' plans, personalities, and abilities. Also included is the Iowa Algebra Aptitude Test, which is taken by the students and returned, together with the forms, to the school principal. These forms and the tests are used as a basis for a better understanding of the new students who will enter school in the fall. Three weeks before school opens, they appear for final registration in their classes and are given a student handbook published by the Student Council.

On the opening day of school, Student Council members act as guides for the new students and present a program in the auditorium for the Student Body. The students have an opportunity to get better acquainted in this general assembly. The highlight is provided in the introduction of the new members of the faculty.

After the first three weeks of school, the Student Council sponsors a real "mixer" for the seventh, eighth, and ninth grades to try to erase the last feeling of inferiority from the minds of the new students. — CARL BRETZKE, President, Student Council, and RALPH W BERGSTROM, Principal, Hutchinson High School, Hutchinson, Minnesota.

CLUBS IN CAPITOL HILL JUNIOR HIGH SCHOOL

Capitol Hill Junior High School, Oklahoma City, Oklahoma, does not presume to have the perfect answer to school clubs. We strive for efficiency in following basic principles of good organization and administration, fully realizing the social needs of adolescents and the exceptional opportunities offered by clubs to fill a special place in adolescent lives—lives of today and lives of tomorrow.

The purpose of clubs is to give students wholesome associations in order to satisfy their longings to be together, to provide more opportunities for expanding their interests, to supplement regular class studies, and to offer greater op-

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portunities for developing good citizenship as leaders or followers.

Each September our homeroom bulletins inform students about clubs which they may join. They indicate three choices to allow for variation in size of enrollments. A faculty committee makes the club assignments and allows as many first choices as possible.

By the fourth week, all students are participating in a club, meeting weekly for a thirty-minute period. We find boys in such clubs as Detective, Wings, Metal Craft, Navigators of the Sky, Aviation, or Booklovers; there are girls in Boost Yourself, Sewing, Knitting, or Reading; while mixed groups compose Typing, Indian Lore, Believe It or Not, Travel, Dramatics, or Preflight.

The 7B's have their own Forums. The purpose of these groups is to help students become adjusted to a new school situation, meet new friends, acquaint themselves with school traditions, and overcome the feeling of loneliness and fear which may obsess those who do not quickly feel a part of the group.

We have fifty-five clubs to serve the interests of all students. Some of these grew out of curricular activities. Some of them are Orchestra, Science, Ensembles, Melody Makers, Nature Study, Spotlight Speakers, and Sketch Pad. In addition we have three other groups: Service, Recreation, and Welfare.

Among the first are Safety, Operators, and Ushers. The Safety Club directs auditorium procedure before school, assists with hall traffic and the parking of bicycles. Operators have charge of our picture machines for departmental pictures and lunch-period shows, while Ushers serve at school plays and other such performances.

In recreation clubs, we have Laff A Lot, Puzzles and Games, and Leaders, a body of homeroom representatives for sports. Hobby clubs, closely allied with recreation, are Flower, Fun in Fiction, Scrapbook, and Needlework.

Our Girl Scouts, Camp Fire, Girl Reserves, and Hi-Y Clubs are affiliated with the national organizations. These render a definite service to the school and community. Our chapter of the National Junior Honor Society does not meet regularly but presents one outstanding assembly program each semester.

We find that one of the most important things in a successful club program is finding the proper sponsor for a particular club. It is our policy to let teachers select the club they wish to sponsor whenever possible. If he has a genuine enthusiasm for the club, is reasonably trained to sponsor it, and has a group of students who have chosen that special club, there is every reason to believe that he will succeed at his task. — MRS. ARTA STONE, Co-Chairman of the Club Committee, Capitol Hill Junior High, Oklahoma City, Oklahoma.

SIGNIFICANT ACTIVITIES OF A STUDENT COUNCIL

The student council of the West Virginia University Demonstration High School, Morgantown, has won national recognition for the part it plays in the activities and administration of the school. The purpose of this article is to describe some of the significant things which have been done recently.

A problem which presented itself last year dealt with order in the cafeteria. At first this required some organization and disciplinary action, but we were successful in solving the problems so that now student government functions effectively in the cafeteria.

One of the main problems of the council is to help keep the attendance record. We keep a record of the day and hour that a student has "skipped" a class, and later bring the student before the Guidance Committee of the school. In this way we have helped many students keep out of trouble.

Another activity is helping to keep the school buildings and grounds clean and beautiful. In this we have sought and received the co-operation of the entire student body. Our school has the largest and most beautiful campus in the entire state. We have succeeded in arousing pride in our campus. When students assist in cleaning and beautifying their school surroundings, they have personal interest in their school home.

For many years our students and parents have wanted a football team. Our coach and the Alumni studied this problem and finally gave the council an opportunity to participate in collecting money. We raised a considerable fund by presenting talent programs during the noon hour and charging admission.


We also presented a program to raise money for the Infantile Paralysis drive. Just now we are planning a similar effort to assist the local high school for colored students in purchasing band instruments. The council has charge of the Red Cross and other school drives to raise funds.

Another activity is writing letters to our Alumni in the armed forces. Our council is composed of many committees, one of the most important of which is the correspondence committee. This committee answers all letters received, many of which are from former students now in the armed forces. When we find out that a former student here has been killed, wounded,

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or is missing in action, we either send a letter of sympathy to his relatives or appoint a committee to visit the family. — EMMA LORN FELTON, The Student Council, University Demonstration High School, Morgantown, West Virginia.

ORIGINAL PAGEANT PORTRAYS JUNIOR HIGH'S HISTORY

The Vallejo Junior High School, built in 1932 in the style of the old missions of California, was named for General Mariano Guadalupe Vallejo. Over the stage in the auditorium the painter, Max Albro, used a colorful sketch of the setting of the General's life. The background is the sun setting in the Golden Gate, with the Coast Range stretching away on both sides. On front of this lies Mare Island. The old days are called to mind by a clipper ship on one side of the island; a modern destroyer is coming out of the Channel on the other side. Next is a row of the well-known old theatres of San Francisco.

In the foreground at the extreme left, there is a huge figure of California with her right arm over the California bear. At the extreme right is a '49'r with his spade and Bear flag. Between them are stage celebrities of early California.

Using this painting as a background, a pageant was written using General Vallejo and the Spirit of California to give the setting and to talk with the '49'r of the history of this school that reminded them of the old missions. The figures appeared in the order of their positions in the painting, and each one performed the act for which he or she was known best. The costumes were carefully reproduced in crepe paper. The miner introduced to General Vallejo and the Spirit of California the following figures:

Lola Montez gave a Spanish Dance
Edwin Booth gave Hamlet's soliloquy
Billy Emerson presented a dance and song
Lotta Crabtree sang
Adah Mencken recited "The Highwayman"

To close the pageant, the '49'r presented the characters in proper order, who took their places and the postures in the painting above. Besides characters who performed were Emilie Melville, Edwin Forrest, Adelaide Neilson, Mrs. Judah, Stephen Masset, Tom Maguire, Caroline Chapman, and Lola Montez. — ALLEN F. LECHE, Principal, Vallejo Junior High School, Vallejo, California.

ALL BOYS PARTICIPATE IN INTRAMURAL SPORTS

The intramural sports program of the California Junior High School, Sacramento, Calif., has developed into an activity in which all boys participate. The program is based on two principles: (1) that the activities are voluntarily selected by the students, and (2) that each boy becomes a member of a permanent group.

The organization of the program is probably

the most important factor in its success. Each homeroom elects a sports representative to handle all details of his group. The homeroom is the unit in the organization which makes it possible for all boys to participate. Homeroom representatives meet once each week with the instructor in charge of intramural sports. At these meetings, plans are formulated for the seasonal sports, teams selected, schedules made, and general plans of homeroom organization decided on. Most of these details are worked out in the homerooms and the weekly meetings are mostly devoted to co-ordinating the arrangements.

When the activities start, much use is made of another organization—our Leaders Club. Members of this group do the officiating at contests and handle other details. This group also meets once each week to make plans and to study methods and procedures. The club is composed of outstanding boys who are willing to assume responsibility and work together. It keeps up an outside bulletin-board, marks off the playing field, and works out the details of tournaments.

In this program the emphasis is placed on participation for all, sportsmanship, playing the game for the values to be derived from it rather than winning, and variety of activities. As the activities are carried on outside the physical education classes, students feel that it is their

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program, and it has great value from a socialization point of view. The girls of the school carry on an intramural program which is organized and administered according to a similar plan. — H. E. COLEMAN, California Junior High School, Sacramento, California.

MARYLAND ORGANIZES COUNCIL OF SCHOOL LIBRARY CLUBS

In October, 1944, delegates representing the School Library Clubs of Maryland high schools met at the Enoch Pratt Free Library in Baltimore and organized a State Council of Student Library Clubs. The organization, which has as its purpose the establishment of student library clubs through the state, elected officers and exchanged ideas among the delegates.

The organization of student library clubs is sponsored by the Association of School Librarians. The formation of the Council is recognition of the service which student library assistants have given in the various high schools of Maryland.

At the initial meeting, plans were made for the writing of a constitution for the Council, which will be submitted for ratification at the second annual gathering. It is planned for future programs to be arranged and presented by students with the emphasis on student participation in all activities. Whenever practical, sectional groups throughout the state will meet to exchange information and ideas.

Student library clubs have become influential and vital organizations in many high schools throughout the country. These groups, whose members usually serve as student library assistants, carry on many activities of service to the school. They sponsor programs and projects connected with special events such as National Book Week, give assembly and radio programs dealing with books, handle publicity connected with the library, and do many other things of importance.

The significance of library clubs has been recognized by the American Library Association and many other organizations. Due to the use made of the school library in all extracurricular activities, these clubs are in a position to exert a tremendous influence. We believe that the organization of the Maryland Council of School Library Clubs is a step forward in the further development of library clubs. — LOIS PROCTOR President, Montgomery Blair Library Club, Silver Spring, Maryland.

SPECIAL ISSUE OF SCHOOL PAPER FOR SERVICEMEN

Unique in public school life anywhere, so far as we know, are the special Servicemen's issues of our school newspaper, *The Western News*, West High School, Philadelphia, Pa. As they are bona-fide newspapers—not mimeographed, reduced in size, or summaries of others, but full-

-sized and double the regular number of pages, with normal-sized type and numerous photos, we believe the publication to be unique in format as well as in circulation.

In the spring of 1944 the idea grew out of a realization that when inducted at eighteen years of age, a majority of boys knew no other Alma Mater other than their high school. A wish to extend a strengthening hand to these boys led to this project.

In May, 1942, a student, Oscar Moskowitz, suggested giving publicity in regular issues of the paper to former students in the service. Soon a "Servicemen's Corner," with excerpts from boys, was being printed in each issue. The next step was in 1943 when the Student Government Board started mailing copies of the paper to as many servicemen as possible. With the co-operation of the entire student body, a file of over 3000 names and addresses of servicemen, with decorations, etc., has been built up. This includes most of the boys in the service who have graduated from Western since 1929.

In June, 1944, the first regular Servicemen's issue went out—all around the world. It contained news and information of interest to Servicemen, and it is impossible to find words to express their appreciation! The response simply made other issues imperative!

The expense is about \$500 per issue, but the dividends it pays are beyond all calculation—far more than the expected one of cheering up the boys and girls in service. First is the unprecedented growth in school spirit. Students buy the paper for themselves and are very liberal in contributing toward its support. The papers themselves have become a matter of pride to both students and faculty. Finally, there are signs in the Servicemen's letters that a really great stimulus has been given to our Alumni Association, for never have Western's graduates been so widely and intimately contacted.—WALTER ROBERTS, Principal, West Philadelphia High School, Philadelphia, Pa.

SUCCESSFUL PLAYS PRESENTED BY ACTIVITY GROUPS

Capitol Hill Junior High School, Oklahoma City, Okla., has had unusual success in the presentation of one-act plays and pageants by activity groups. Many of these were given in assembly; others at school and community programs of various kinds. Following are the names of some of the best one-act plays and pageants

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Youngmans Publishing Company, Kansas City, Kansas—"Not Quite Such a Goose."

The Dramatic Publishing Company, 59 E. Van Buren St., Chicago 5, Ill.—"Wildcat Willie," "Thanks, Awfully," "More Blessed" (Christmas), "Wildcat Willie Gets Brain Fever," and "Wildcat Willie Buys a Bond."

Walter H. Baker Company, 178 Tremont St., Boston, Mass.—"The Exchange," "Pampered Darling," "Square It with the Boss," "Grandma Pulls the Strings," and "The Florist Shop."

Samuel French Company, 25 W. 45th St., New York, N. Y.—"Who Murdered Who?," "The Monkey's Paw," "Why the Chimes Rang" (Christmas), "The Resurrection" (Easter), "I Pledge Allegiance," and "The Midnight Ghost."

Longmans, Green and Company, 221 E. 20th St., Chicago, Ill.—"Thank You, Doctor," "Dust of the Road," "The Potboilers," "Fourteen," and "The Valiant."

National Education Association, 1201 - 16th St. N. W., Washington 6, D. C.—"Calvacade of Freedom" (American Education Week).—RUTH REDWIRE, Capitol Hill Junior High School, Oklahoma City, Okla.

HOW WE DO IT ITEMS IN BRIEF

South Philadelphia High School for Girls last spring devoted a full week of activities to the topic "Youth's Share in the Peace." Each of the departments, organizations, and activity groups in the school selected a particular aspect of the topic to study. For example, the theme for the English department was, "What Youth Can Do to Become Informed on the Problems that Must Be Solved." The Science department's theme was "contributions of science to better living in a better world."

Fourteen percent of American high school students would include a political career on a list of possible careers they are willing to consider for their life work, according to the Institute of Student Opinion which is sponsored by *Scholastic Magazine*.

The members of the Spanish Club, Jackson, Michigan, High School, co-operated with the local civics organizations in arranging entertainment and instruction for groups of Mexicans who came to that area for work. The students

learned some Spanish while assisting the visitors in learning English and making adjustments to live in the United States.

In co-operation with the community recreation programs, public libraries in a number of cities are sponsoring dramatic clubs for young people. One activity of these clubs which is popular is marionette shows with members of the clubs manipulating the marionettes and reciting the parts.

Auditorium programs play an important part in the life of the Thomas A. Edison Occupational School, Cleveland, Ohio. Programs are scheduled regularly to celebrate various important events. The school holds annual minstrel and amateur shows. Talent for these programs is selected from the entire student body. In addition to this, a regular class in dramatics is given on an elective basis.

The American Legion recently made a nationwide study of youth participation in self-government, both in the school and during the vacation period. The study attempted to find out from high schools: (1) the particular form of self-government, or method used; (2) how the form of self-government, or method used, have been utilized to cover the vacation period, and, (3) recommendations of principals as to the value of the program, its best methods, and its extension for year-round use.

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Debaters Speak To a Rotary Club (Continued from page 211)

country, must reason from three distinct viewpoints—namely, individual welfare, national security, and world peace.

First of all, in viewing the individual aspect, let us see what the advocates of the training advise. They point out, that military training would develop a stronger generation of Americans. However, only a narrow-minded person could assume that one year of military conscription could build a hardened athlete from an individual neglected physically for seventeen long years. Good health is continuous process. We must have a truly adequate health program beginning in the kindergarten and continuing through college. The health of every individual from birth to old age is of community and national concern. We cannot solve our health problems by one year of military training. Those in favor of the training would like to instill patriotism in our youth at the expense of interrupting the careers of many promising geniuses. I ask you how is such an undemocratic institution as an army camp going to instill a love of democracy. The undesirable outcomes of such a program are fanaticism, militarism, and surrender of the individual's rights to central control.

Our second viewpoint, national security, deserves much consideration. Throughout all history, nations that have depended upon compulsory military training for protection have been overcome. Active military preparation stimulates armament rivalries and tends to provoke wars rather than prevent them. That compulsory training does not prevent aggression, witness the German attack on France and Russia, particularly. In building great reserves of trained men, we would set an example that the rest of the world would be sure to follow.

The eventual result would be a distrustful world living in armed camps ready to fight at the drop of a hat. This is well and good if we would like to wash the shores of the world with American blood.

That brings me my final and most important point — world peace. To insure world peace, we must place our trust and confidence in world cooperation. Without faith among nations, harmony cannot be attained. We can never build toward last-

ing peace with military training an instrument of total war.

In summary, we find that military training would only make the strong individual stronger, cause an international armaments race, and destroy the people's complete confidence in world goodwill—the only means for peace. It is up to us to decide our fate. May we choose the right path toward the world of tomorrow—a path untrodden by marching feet!—BILL MERION, Wilmington Senior High School.

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The ballplayers in a western city were delighted by the news that the Army had classified their most prominent umpire 4-F. Reason—faulty vision.

"Father," said the young hopeful, "What is a traitor in politics?"

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"Well, then what is the man who leaves his party and comes over to yours?"

"A convert, my son."

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A university professor—one of the absent-minded ones—was recently awakened by the telephone at two o'clock in the morning. The caller inquired, "Is this one, one, one, one?" "No," answered the prof, "it is eleven, eleven." "Oh pardon me," said the caller, "Wrong number. Sorry I disturbed you." "That's all right," rejoined the professor, "I had to get up to answer the telephone anyhow."

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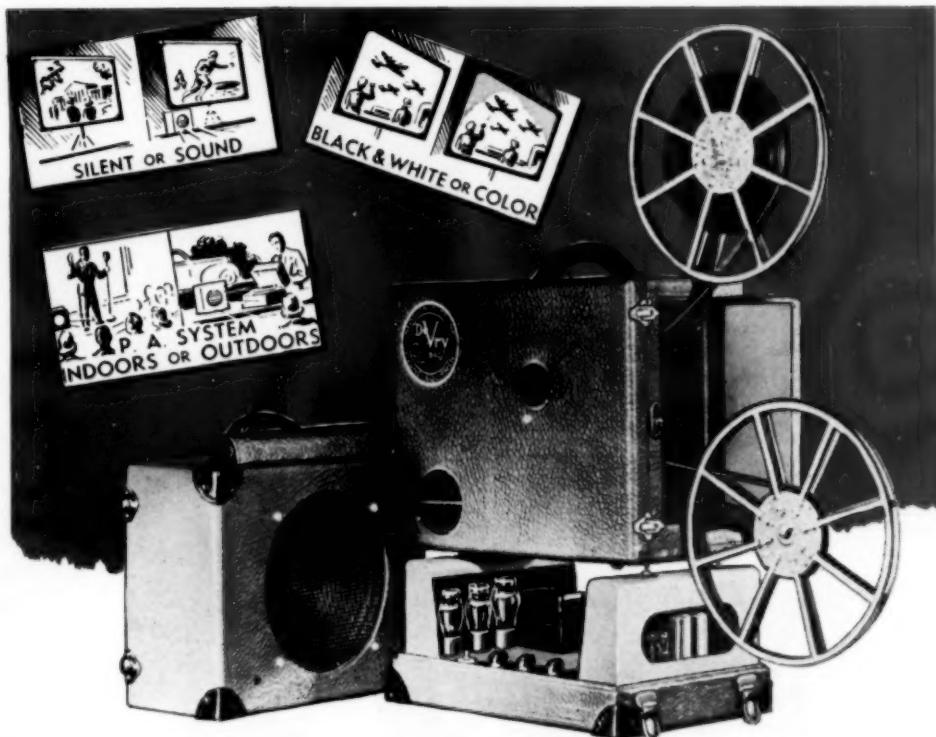
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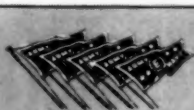
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